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# The Bulletin *of the National Association of* Secondary-School Principals

Volume 31

March, 1947

Number 145

## The Imperative Needs of Youth of Secondary-School Age

**T**HIS is a report of a national survey of curriculum provisions and needs by the Committee on Curriculum Planning and Development of the National Association of Secondary-School Principals. From curriculum practices reported by schools, the Committee has designed a summary of the best characteristics of selected school programs that meet effectively the imperative needs of youth.

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THE CONTENTS OF THIS BULLETIN ARE LISTED IN "EDUCATION INDEX"

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for American Secondary Schools

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## Economic Roads for American Democracy

*(Excerpt from the descriptive preface)*

See front of this sheet for special offer.

**E**CONOMIC ROADS FOR AMERICAN DEMOCRACY is intended to make our future citizens more intelligent about one of the great problems that we face—how to choose among the major lines of political-economic policy which we are today urged to follow. Analysis shows five basic schools of thought now competing for our favor. Books, magazines, the radio, and the orator are urging, seldom completely or fairly, the advantages of each. The issues are genuine and current, the problems pressing. And the youth will either exercise his opportunity and responsibility to help decide what shall be done, or decisions that affect his future prosperity and happiness will be made for him.

Yet he cannot cast his vote wisely or use well his influence as a citizen unless he understands what the economic roads are which lie before him, and whither each leads. Therefore this book presents clear expositions of what five different groups of Americans want our economy to be.

For the sake of interest, as well as for the sake of a clear, forceful introduction, each of the five economic theories now competing for popular favor is presented first in the vernacular and in its bare outlines, as a group of soldiers in bivouac discuss what they want after they get home. Then it is presented in more detail and in scholarly, though simple, terms, with supporting quotations from the writings of specialists. Thus the student gets an easy introduction in terms to which he is accustomed, followed by a careful study.

The exposition of each theory has been read critically by two or more of its outstanding proponents, and revised in the light of their criticisms. These men co-operated generously under assurance that their names would not be used, an assurance made necessary by the fact that as the critics did not always agree in every detail, the author had in some instances to use his own judgment in the presentation of what the leading advocates of the theory favor.

Readers should particularly note that the author and the Consumer Education Study attempt neither to advocate nor to discredit any of the competing theories. They merely explain what each is and try to bring out the important differences among them. Then they leave to the individual reader the responsibility of deciding which he approves and will work to make practically effective.

*Thomas H. Briggs*

DIRECTOR, CONSUMER EDUCATION STUDY

# The Bulletin

## OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

*A Department of Secondary Education of the*  
**NATIONAL EDUCATION ASSOCIATION**  
*Issued Monthly, October to May Inclusive*

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Volume 31

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### **THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS**

**PAUL E. ELICKER, Executive Secretary**

**PAUL E. ELICKER, Editor,**

**WALTER E. HESS, Managing Editor**

**1201 Sixteenth Street, N. W., Washington 6, D. C.**

## The Common and Essential Needs That All Youth Have in a Democratic Society

*Through co-operative planning, the educational program in the secondary school should meet these needs of all youth adequately.*



All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.



All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.



All youth need to develop and maintain good health and physical fitness.



All youth need opportunities to develop their capacities to appreciate beauty, in literature, art, music, and nature.



All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.



All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.



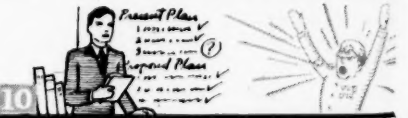
All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.



All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.



All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.



All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Adapted from PLANNING FOR AMERICAN YOUTH. 64 pp. 25 cents.  
Published by the National Association of Secondary-School Principals  
1901 Sixteenth Street, N. W., Washington 4, D. C.

Set of ten posters. \$1.50 per set.

## The Curriculum Study

PAUL E. ELICKER

*Executive Secretary, National Association of Secondary-School Principals*

**T**HERE is considerable evidence throughout our schools that a substantial impact on curriculum adjustment to meet the *Imperative Needs of Youth* was made by the effect of the issuance of the publication, *PLANNING FOR AMERICAN YOUTH*<sup>1</sup>, by the National Association of Secondary-School Principals in 1944. This strikingly colorful and challenging report, based on *EDUCATION FOR ALL AMERICAN YOUTH*<sup>2</sup>, is now in third printing, and has had a wide circulation, totalling more than 100,000 copies, in secondary schools throughout the country,

Committees of the National Association of Secondary-School Principals were at work for more than two years on the preparation of *PLANNING FOR AMERICAN YOUTH* and, even though it was first issued when schools were enmeshed in the throes of World War II, schools avidly found in it the professional stimulation needed to turn their interests to a re-study of educational opportunities in terms of the present-day needs of youth. This evaluation and critical consideration of the school curriculum continues through the present times. Only other difficulties, such as teacher shortages, lack of suitable equipment, instructional materials, and modern school buildings, retard the steady progress in adequate curriculum provision for today's youth.

Just how much real progress and educational attainment have been made can never be known definitely. The Committee on Curriculum Planning and Development of the Association, however, has made a definite effort to ascertain the magnitude and extent of curriculum provision and improvement in the schools throughout the country. A year ago, the Committee invited a large number of recognized leaders in secondary education throughout the country to list those schools that were doing significant work in providing a school curriculum that was meeting the ten *Imperative Needs of Youth*, as described in *PLANNING FOR AMERICAN YOUTH*. The letter of solicitation on the opposite page outlines the project.

More than a thousand schools were nominated by these leaders, and all of these schools received a special invitation to participate in a survey of curriculum provisions in effect in their schools in meeting one or more of the *Imperative Needs of Youth*.

The response to the invitation to co-operate in this curriculum study was generous and significant. Quantities of materials, outlines, plans, and provisions

<sup>1</sup>*Planning for American Youth*. Washington, D.C.: National Association of Secondary-School Principals. 1944. 64 pp. 25 cents.

<sup>2</sup>*Education for ALL American Youth*. Washington, D.C.: Educational Policies Commission of the National Education Association. 1944. 421 pp. \$1.00.



# National Association of Secondary-School Principals.

A DEPARTMENT OF THE

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March 1, 1946

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W. E. BUCKEY  
 Principal, Farmington High School  
 Farmington, West Virginia

EARLE T. HAWKINS  
 State Supervisor of High Schools  
 Baltimore, Maryland

### To Leaders in Secondary Education:

The Committee on Curriculum Planning and Development is soliciting the interest of a selected group of leaders in secondary education who are in a position to know the most significant curriculum practices now going on in our schools. Will you examine the enclosed list of Imperative Needs of Youth and list secondary schools that are meeting one, several, or all of these imperative needs through the educational programs of those schools? You are urged to list as many schools, including your own, as you believe are carrying on an above-average or superior educational program in meeting these needs of all youth. The Committee desires to obtain a complete list of all schools that are doing outstanding curriculum work in meeting the Imperative Needs of Youth.

As soon as this list is obtained, a communication will be sent by the Committee to these schools for a descriptive report of the curricular provisions these schools have developed. A critical study and analysis will be made of these reports, and the most significant curriculum developments will be published and widely distributed. The Committee plans to make this study a serviceable publication for secondary education on the best current curricular practices in our secondary schools.

We earnestly hope you will take a little time now and list all of the secondary schools that are carrying on an above-average or superior educational program. Send in the list today to Paul E. Elicker, Executive Secretary, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Professionally yours,

*Paul E. Elicker*  
 Paul E. Elicker, Executive Secretary

### Enclosures

### THE COMMITTEE ON CURRICULUM PLANNING AND DEVELOPMENT

Will French, Professor of Education, Teachers College, Columbia University, New York, New York; Chairman.

Bertie Backus, Principal, Alice Deal Junior High School, Washington, D. C.

H. S. Gilchrist, Director, University School, Ohio State University, Columbus, Ohio.

J. Dan Hull, Principal, Shortridge High School, Indianapolis, Indiana.

J. Paul Leonard, President, San Francisco State College, San Francisco, California.

Grant Rahn, Principal, Shorewood High School, Shorewood, Wisconsin.

H. H. Ryan, Assistant Commissioner of Education in Charge of Secondary Education, State Department of Education, Trenton, New Jersey

poured into the office of the National Association of Secondary-School Principals. All of these reports were classified and assigned for further study by a member of the Committee on Curriculum Planning and Development during the summer and fall of 1946. Individual reports of trends, promising procedures, and discernible results were made by each member of the Committee, assisted by many others, in preparation for a three-day meeting of the entire Committee in Washington, D.C., in October, 1946.

Here, the Committee decided to summarize their findings and list the characteristics found in the schools that had the best curriculum provisions for youth. Hereafter, you will have the several reports—one on each of the *Imperative Needs of Youth*—that summarize and synthesize the best curriculum provisions and procedures now in effect in schools participating in the study. From some schools, much has been drawn for each of the ten reports and varying amounts from each of the schools listed at the end of each chapter. Undoubtedly, other schools not reached by the Committee could have made similar contributions. Even though the study had to be limited to a practical number of schools to be studied, there was no intention of omitting any school that could make a significant contribution to the study.

The diversity of the kinds and types of secondary schools that were included in the curriculum study compels the Committee to conclude that many worth-while curriculum provisions are in effect in our schools today. Greater educational opportunity for all our youth is presently in prospect when more individual schools throughout the country have more of these characteristics.

The following reports, giving composite characteristics and descriptions of how some schools provide for youth, must fortunately be regarded as the present status of realism rather than idealism in the effectiveness of our schools. There is much that is good and worthy of merit in many of our schools. *Today* and *Tomorrow*, many schools and communities need to prod themselves educationally to provide for all their youth. Many of their desired educational goals are close at hand, and all schools would profit by checking themselves against the findings of this curriculum study.

## The Committee Reports . . .

THIS is the first published report of current curriculum development in our secondary schools by

### **The Committee on Curriculum Planning and Development**

WILL FRENCH, Professor of Education, Teachers College, Columbia University, New York, New York; *Chairman*.

BERTIE BACKUS, Principal, Alice Deal High School, Washington, D. C.

\*R. S. GILCHRIST, Assistant Superintendent of Schools in Charge of Secondary Education, Minneapolis, Minnesota.

J. DAN HULL, Principal, Shortridge High School, Indianapolis, Indiana.

J. PAUL LEONARD, President, San Francisco State College, San Francisco.

\*GRANT RAHN, Director of High Schools, Long Beach, California.

H. H. RYAN, Assistant Commissioner of Education and Supervisor of Secondary Education, State Dept. of Education, Trenton, N. J.

PAUL E. ELICKER, Executive Secretary, National Association of Secondary-School Principals, Washington, D. C.; *ex officio*.

The Committee had the generous assistance of many in a critical evaluation and appraisal of the curriculum reports and materials received from schools.

Fred T. Wilhelms, Associate Director of the Consumer Education Study of the National Association of Secondary-School Principals, prepared all of the report on Imperative Need No. 5. Among others who gave valuable assistance in the examination of the materials from schools were:

HENRY C. AHRNSBRACK, School of Education, University of Wisconsin, Madison, Wisconsin.

A. W. BAISLER, College of Education, Ohio State University, Columbus.

RALPH S. CHAMBERLAIN, Principal, Rufus King High School, Milwaukee.

RONALD EDGERTON, Elgin Academy, Elgin, Illinois.

EDITH GILLIES, Minneapolis Public Schools, Minneapolis, Minnesota.

ROY A. HINDERMAN, Assistant Superintendent of Schools, Denver, Colo.

MAURICE HUNT, College of Education, Ohio State University, Columbus.

EDWARD KRUG, Professor of Education, University of Wisconsin, Madison.

CHESTER C. MAXEY, Dean, Social Sciences, Whitman College, Walla Walla, Washington.

C. B. MENDENHALL, College of Education, Ohio State University, Columbus, Ohio.

RACHAEL RICHARDS, College of Education, Ohio State University, Columbus.

ORLANDO STEPHENSON, University of Michigan, Ann Arbor, Michigan.

---

\*At the time the Curriculum Study was begun, these members were located as listed here:

R. S. GILCHRIST, Director, University School, Ohio State University, Columbus, Ohio.

GRANT RAHN, Principal, Shorewood High School, Shorewood, Wisconsin.



## *Imperative Need Number 1*

ROBERT S. GILCHRIST AND EDITH GILLIES

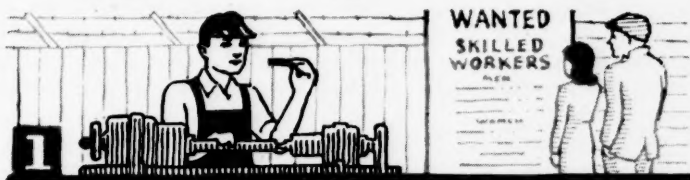
*Minneapolis Public Schools, Minneapolis, Minnesota*

**All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.**

THIS

OR

THIS



**W**ORK experience should be considered an important part of general education and as such should be integrated with other phases of the school program. Both the schedule of the school and the curriculum should be arranged to accommodate it. Work experience should be available to all youth regardless of social, economic, or academic status. The "poor little rich boys," the "quiz kids," or the son of the Negro porter are just as much in need of work habits, attitudes, skills, and understanding as is the son of a garage mechanic. A work program should not be used to further the present class structure. Although a student lacks certain skills or interests, it is generally agreed that given the proper incentives these interests and skills may frequently be developed.

It is the responsibility of school authorities to distinguish between social service and work. Youth must not be exploited. Work growing out of citizenship activities may be considered community service and should not receive remuneration. Work in the school that normally is done for hire and work for private industry should be paid for at definite agreed-upon rates. "Made work" or "artificial jobs" may have the same effect on students as on needy adults. Surveying a diamond for a real baseball team has greater educational value than finding the height of a flag pole.

A shortage of labor in the community or a shortage of funds in the school or home are not sufficient bases upon which to build a work program. Neither is the mere acquisition of skills. The needs of youth and the community as well as the demands of industry should be considered in determining the

purposes of a work program. Work experience should grow out of and help meet the personal needs of the community. Youth needs an opportunity to develop an understanding of the many interrelationships existing between professions and vocations. Students and parents should share in planning all aspects of work experience. The purposes and procedures of a program are not the sole responsibility of either the school administrator or the employer. Rather, they are the joint responsibility of all concerned. Adolescents need free time in which to play and rest. Students engaging in supervised part-time work should not be required to carry the usual academic load.

Every student before being graduated from high school should be required to demonstrate efficiency in some kind of work. Although work experience outside of school auspices is desirable, it can substitute for but one phase of a school work program. Credit toward graduation should be granted for participation in a school work program. Recent studies of veterans in college indicate that responsible work experience is better preparation for college as well as better preparation for citizenship than many previously required academic subjects.

These are functions which the administration carries out in making possible a work-experience program. A highly organized division of responsibility with separate and technically trained individuals for each function is not an essential—in fact, in some schools, the principal takes the sole responsibility for guidance, placement, supervision, and other aspects of leadership of the work program. In other schools, generally when they are larger, a director of work experience, or a co-ordinator, assumes the leadership responsibility. In any case, the work experience program is a responsibility of the whole school staff—administration and teachers (and, where available, of guidance officers, psychologists, and other specialists). The administrative organization should be that which best meets the needs of the local situation. Determining factors are size of school, stage of development of the work program, available personnel and budget, and community acceptance.

**A. The curriculum provides experiences to help students understand the world at work.**

In a democracy in which a system of free enterprise is maintained, the school recognizes that every person's life is affected in some way by the existence and the activities of labor, capital, and management. It seems clear that the pupils in their preparation for citizenship need to understand labor history and to become informed on problems of labor-agriculture-industrial relations. The school believes that only through education can understanding be achieved which will help citizens to solve the difficult problem of improving relationships. Social studies classes discuss the significance of economic cycles, wage-hour laws, social security, government ownership, labor organizations, and related matters. In addition to units on socio-economic problems other phases of the world at work and the relation of individuals to it are studied in social studies classes, especially in

grades nine and twelve. Students learn requirements of various occupations. The importance of choosing an occupation is emphasized. Students are helped to realize that an intelligent choice depends upon looking over all possibilities and having sufficient knowledge concerning the requirements of each occupation. Every student gathers accurate and thorough information about several occupations. He learns the requirements of each one, its advantages and disadvantages. He learns about the nature of the occupation, what the workers in it do and decides whether or not it has interest for him. He considers the importance of the occupation and how much pride he would have as a worker in it. He learns of the relations of occupations and recognizes that they may be steppingstones one to another or that they may serve as lifesavers in cases where his first choice of occupation becomes impossible.

The skills, attitudes, and work habits essential for success are given emphasis. The pupil learns that to be successful he must consider his personal qualifications, his willingness to learn, his willingness to work. He must prepare for promotion. He must be co-operative with employer and fellow workers. He must have understanding for and he must respect the rights of others. His success depends upon his health and his observance of the rules of safety.

#### *Occupation Information*

The school provides wide opportunity for pupils to learn the satisfactions to be derived from various occupations. It makes many different plans in its efforts to provide occupation information. One of these is to organize, at appropriate times, a career day. Outside consultants are invited to visit the school and to discuss with pupils the requirements, conditions, and trends of their respective occupations. Frequently out of town consultants are desirable and are willing to bear their own expenses. The program of the

A combination of dressmaking and millinery produces a saleable skill that is much in demand.



day opens with a general assembly at which individuals such as a chamber of commerce representative, a union leader, the head of the local Employment Service office, the superintendent of schools, the high-school principal, the director of guidance, or other representative people speak briefly to the students and consultants regarding the purposes of the day's activities. After the general meeting, each consultant discusses his field of work with small, interested groups of pupils. A school person is responsible for the subsequent co-ordination of this information with class procedure. Careful planning and much attention given to the details frees the day from confusion and uncertainty on the part of both students and consultants. The career day can be effective even though as many as sixty to seventy job areas are discussed, with eighty to ninety consultants, and one hundred fifty to two hundred group conferences.

Regardless of the subject field, teachers utilize every opportunity to acquaint students with the world of works; for example, as heating and lighting are studied in physics classes they are not approached as academic units of study but rather as problems affecting people in their everyday living. As health and safety are discussed students naturally become acquainted with the work of city employees in these fields. As the money system is investigated in mathematics, banking becomes more of a known field for boys and girls.

Field trips give students a first-hand acquaintance with the world at work. Visits to industries, business firms, wholesale and retail manufacturing, to farms, large and small as they are available, and to co-operatives bring into focus for the pupil his place in the work-a-day world. Employers and labor leaders are invited to the school to talk and to lead discussions. Students interested in specific jobs interview employers and laborers in their places of work. Through job surveys pupils secure reliable information concerning the job opportunities in the community.

The English classes co-operate by providing reading, writing, speaking, and discussion activities to give pupils opportunities for analysis of personality traits, general survey of occupations, and investigation of specific occupations. These activities include reading biographies of persons who have become outstanding in various occupations, interviewing workers and managers, hearing addresses by authorities, learning techniques of being interviewed as an applicant, and writing letters of application.

**B. Students who must go to work on completion of high school are able to develop saleable skills through the study of vocational subjects and through co-operative part-time work programs.**

In many shops and specialized classrooms an attempt is made to develop general skills which will serve students well in whatever specific occupations they may later enter.

Business education classes provide girls and some boys who must work immediately on completion of high school an opportunity to learn

the necessary skills to become stenographers, clerks, bookkeepers, and business machine operators. An effort is made to relate this vocational program closely to the typing-for-personal-use classes which are open to all students.

Girls learn to cook and make clothing, give service in beauty shops, restaurants, and tea rooms. The school has equipped a shop for girls who are learning dressmaking. Various power machines are provided and dressmakers develop the skill of operating power machines and also the skill of making hats. Girls learn cutting and fitting service, men's and women's alterations, draping and dress designing. They learn by preparing their own dress forms and by making clothes for themselves on these. Sometimes they learn the history of design by dressing a series of dolls in period costumes. Some girls make children's clothes. Some cut and make slip covers and draperies. In the last half of the second year, customer work is started.

During the first year in the food service course, the students run and manage a cafeteria for students. Second- and third-year students manage a tea room open to the public five days a week from 11:30 A.M. to 1:30 P.M. Girls have experience with food in all its phases and for all occasions. They work at the counter, they make salads and sandwiches and wait on table. They do bus work and act as hostesses. These experiences teach girls to meet the public and to handle complaints. They plan menus; work out food costs. They learn to take orders quickly and accurately and to do suggestive food selling. By arrangements of schools with the tea rooms in the community, senior girls learn to serve and prepare food for the noon rush hour which presents more difficult problems than they meet in the school tea room.

Girls who desire to enter semiprofessional cosmetology master the basic principles and then learn the skills as they work on other members of the department. All members of the department get some beauty service every two weeks to develop habits of good personal grooming. Girls give manicures, finger waves, scalp treatments, facials, massages, do hair dyeing and permanent waving. Girls may take state-board examinations and get their license to work part time in the community's beauty shops. The girls take the state examinations to be licensed as operators. The school runs a shop for the public which the seniors operate and manage; it makes arrangements with better shops to employ girls Friday afternoons and Saturdays and usually these part-time jobs result in full-time jobs upon graduation.

In a program for boys comparable to the one outlined for girls the boys learn auto mechanics, radio, electricity, woodworking, carpentry, and to repair home appliances and farm machinery. Pupils learn better farming practices in vocational agricultural courses.

#### *Work Program Develops Saleable Skills*

Students who desire to acquire skills best learned on the job may have part-time jobs while attending school the rest of the day. This makes for a gradual transition from school to work. In this co-operative part-time work

program, the typical pupil attends classes in the morning and some of his classwork relates to the job that he goes to in the afternoon. He works from three to four hours in the afternoon. As a part of his school social life, he may belong to various clubs which meet in the evening. He earns credits both in his work and its related subjects as well as in his regular class work. He graduates in the usual four years. Usually pupils cannot enter this program until they are sixteen years old and in the third year of high school. Care is taken to be sure that the school-work program conforms to state labor laws. Work frequently is of an apprenticeship nature and pupils often stay on the same job as full-time workers after graduation. This program lends itself to students working in distributive occupations and sales; as assistants to professional people, doctors and dentists; and office work, the building trades, garages and filling stations, machine shops, kitchens of restaurants and hotels, and bakeries.

**C. School and community service projects enable students to know their community, to learn to work effectively with others, and to gain satisfaction from contributing to the welfare of the group.**

educational experiences for all its students.

When the school was planned, the community recognized the importance of adequate facilities and equipment so that its youth would be well-trained. Generously and efficiently was space planned and equipment provided. The school recognizes that proper maintenance of plant and of appurtenances can provide real

#### *Students Participate in Plant Maintenance*

The care of the plant and of its equipment from both the standpoints of preserving its beauty and attractiveness and keeping it serviceable and efficient is stressed at appropriate times in all classes and by all personnel. The students take pride in their contribution to up-keep. Whenever possible in terms of the ability of secondary-school students, equipment needing repairs comes to the school shop to be redone, rather than going to the service department of the system. Desks, chairs, tables, and physical education apparatus assume new importance as the slow process of repair goes on. Sometimes requests for new bulletin boards or book cases or other teaching aids come first to the shop teacher. If in his judgment, they are appropriate to the abilities of his class and there is pupil interest in the project, the students make these new things. On occasion students request the opportunity of making suitable memorials or sometimes class paraphernalia. Students, too, act as assistants to the engineer in heating. They repair electrical and mechanical equipment under direction.

After consultation with the student council and with the advice of a faculty representative and under the direction of the school engineer, students plant and replace shrubbery and flowers and seed and care for the lawn. Responsibility for projects of beautifying, preserving, and caring for the grounds, is taken by various groups; for example, students interested in the

school greenhouse, in civic community projects, such as a cleanup campaign, in the mathematics of buying and planting, in soils for agriculture. Everyone is encouraged to make suggestions for and to have a part in maintaining the school property in good condition, for use by the whole group. The attention focused on care and upkeep helps boys and girls to realize that to keep property—be it the building or a book—in good condition requires effort.

#### *Learning to Live and Work with People*

The school gives opportunity for practical experience in living with people in the central office. Students do part-time work there, coming at the recommendation of the counselor or as a part of the commercial curriculum routine. They file, ditto, type, address envelopes, sell tickets, do errands. They have a sense of helping people and being considerate of their desires and needs. The experience helps in learning how to meet people and thereby gaining poise.

A course of actually supervised work in a business office is offered stenographic students. Production work for all departments of the school is done on various types of duplicating machines. Standards are set up to meet the requirements of a business office. Working in the school office, a part of this course, gives practice in receiving visitors, contacting teachers, operating a switchboard. Secretarial work for teachers is frequent and involves taking dictation, transcribing material, and typewriting tabulated reports.

Learning to work with people and to care for property are accompaniments, too, of the work students do in the library where they arrange material,

High-school students train to become cosmetologists.





dust books and shelves, make minor repairs, and develop a sense of cleanliness or orderliness.

Together the art studio, the print shop, and various English classes plan and produce announcements, posters, or signs for the school and its functions and provide tickets for many events. The school newspaper, a joint effort of several departments and a recognized force in school morale, furnishes opportunities for many pupils with diversified interests to get first-hand experience in many types of activities, selling advertising, being prompt with getting copy to the printer, learning how to use the telephone, or to keep accounts, as well as to write readable material and present it attractively.

In the athletic department, students are taught to manage athletic functions, to take tickets, to referee, to care for equipment—all saleable skills. The dramatic department needs stage properties built, costumes pressed and kept ready for use. Students operate the public address system, the motion picture booths, the projector for slides.

The school owns a farm immediately adjoining its grounds. The farm is operated in its entirety by the school through the direction and supervision of the agricultural department. The farm gives practical operation sites for students' projects, it makes possible sound experimentation and serves as a successful proving ground for the farms of the community. It provides the school cafeteria with fresh vegetables and fruits, with eggs and milk and meat and thereby contributes a measure of good health to all the students of the school. A part of the land is taken up by a timber lot. This is tended with care, thinned of young growth, dead wood cut out. Timber is used for farm purposes when needed but never is a section slashed out of the woods. Along with learning rotation of crops and care of animals, boys on the farm operate electric brooders, coal brooders, milk testing machinery, machinery in the farm shop where the boys repair farm machinery, make self-feeders, grain boxes, sheep dips, and other farm needfuls.

#### *Community Service*

Many departments of the school give service to various community agencies and groups. As students engage in projects to help the community, they learn that individuals depend upon each other and that everyone gains through co-operation. Civic and philanthropic groups request mimeographed material, printing, and posters. These requests are carried out whenever possible. The home economics classes carry on many projects for the Junior Red Cross.

On appropriate occasions, students go out from the school to serve community needs.

The school is fortunate to have the service of a student group which owns a spraying rig. In one year they used 60,000 gallons in four sprayings. They charge by the gallon and the proceeds are used for the maintenance of equipment and for the student workers. Farmers are happy to get this service at one half the price charged by commercial firms.



The school also maintains an air strip and offers a course in aeronautics. During the season, the student pilot (with proper license) maintains a regular schedule in dusting the vegetables and fruits of the community. The school charges a fee to maintain the service.

In the town, students manage teen-age canteens, assist in hospitals and clinics, entertain the aged and the sick, help with collections of food and clothing, assist in cleanup campaigns, and in community chest drives. These activities are done under the supervision of various interested faculty members.

**D. Part-time, Saturday, and summer jobs, well supervised, give students opportunities to become productive participants in economic life.**

Nearly all students respect the worker, whether he be a white-collar employee or not. Possibly the reason for this respect of work and of work experience is the emphasis given by the school to jobs. Even before school opens in the fall, the school program for helping students get part-time and Saturday jobs is launched. The co-ordinator of work experience with the help of the community youth council surveys community job needs. The student council then helps to set up a plan by which the students can learn about job opportunities and the various advantages which will come from working. Through home-room discussions, an assembly program, and articles in the school newspaper the student body becomes acquainted with the various positions which the employers in the community have indicated are open. These jobs include a wide variety: working in grocery stores, garages, department stores, drugstores, and various other business houses; caddying, delivering newspapers, assisting carpenters and electricians, and helping in gasoline stations. After the students have heard about the vacancies, they talk with their home-room teachers about the desirability of specific jobs in terms of their own abilities, interests, and past experiences. In this conference the two or three jobs which seem the most promising are decided upon. The student then goes to the co-ordinator to secure letters of introduction to the potential employers. Since each student realizes that there will be three or four other applicants for the same position, he is eager to take advantage of the opportunity provided by the school to learn the essentials of a good interview. Of course, not all students find it necessary to make applications, because many will continue in the same positions which they held the previous year or during the summer.

**School Employment Services**

Just before students apply for positions the school contacts all employers. Generally a meeting is called; otherwise a letter is written. The school's interest in helping the students secure educationally sound work experiences is explained to the employers and their co-operation is sought. The employer is urged to contact the school whenever a student falls down on his job-work assignment. An explanation of the follow-up program of the school is made

and the employer is advised of the evaluation form which he will be asked to fill out and which then will become a part of the student's permanent record. Child labor laws are enumerated. Emphasis is placed upon the importance of a well-balanced load of work and school activities. The school regulation which limits the total number of hours at school and on the job each day is stated.

The school also has an odd-job service. Each hour of the day a student is on duty to receive requests for "baby sitters," yard cleaning, window washing, farm work, and other short-call work. The most popular part-time job among girls is caring for younger children. They gain valuable experience as they read, tell stories, feed, and put the children to bed. Often the girls teach the younger boys and girls games and help them to develop skill in arts and crafts.

Seasonal work is another type of work experience in which the school is interested. It recognizes the heavy demands made on stores at Christmas time and co-operates with them by releasing students for a week and in some cases two weeks to clerk in stores. These students look forward to their work assignments and are willing to do the school work they will miss in advance of their absence from class.

#### *Group-Work Projects*

In addition to individual employment and seasonal jobs home-room groups are permitted to engage in a limited number of group-work projects during the year. Both in autumn and in the spring, calls come to the school for assistance in planting and harvesting the crops. A group of students is excused from classes for a morning or afternoon. The teachers accompany them to the farm and generally work with them. The students are paid for their labor, but since it is done during school hours, the earnings go toward a class project or a welfare purpose, such as feeding an adopted European family. Planting cabbage, picking potatoes, and transplanting lettuce are illustrative of these work projects. For example: thirty-four students earned twenty-eight dollars by picking potatoes for two and a half hours. Forty students planted cabbage for three hours and earned forty dollars.

#### *Summer Job Program*

Each year in March or April the school starts to help students learn about summer-job opportunities. The system used is similar to the fall plan for securing part-time positions. Surveys are made of community needs. Discussions in home rooms and classes stimulate students to think about their summer activities and to weigh the advantages of working. As a result of this effort more than seventy-five per cent of the seniors worked and over one half of the ninth-grade boys and girls had part-time jobs.

In addition to assisting students to find individuals jobs the school sponsors a farm camp for twenty-five girls for a ten-week period each summer. A teacher and two college girls accompany the girls to a vegetable growing area about one hundred miles away where the group lives in a schoolhouse and

works in groups of five or six for farmers of the district. The camp operated during two war years and then continued during the first peace-time summer. The farmers want the camp to continue, the girls like it, and the parents are convinced of its value.

The school is now working with the state conservation department to develop a comparable project for boys. It is proposed that twenty-five boys live at a CCC camp with one of the men teachers as their supervisor. They will engage in various conservation projects, such as planting seedlings, constructing small dams to prevent erosion, clearing away underbrush, and making trails.

For those who do not want to do or are not successful in securing work for the entire summer, the school acts as a clearinghouse for the discovery of odd jobs. Many boys find lawns to mow by aid of such service and girls do "baby sitting."

In order to supervise the summer-work program one teacher, in addition to the Smith Hughes and George Dean staff members, is employed throughout the summer by the board of education. He calls on the employers as well as the students to find out how well the students are succeeding in their jobs. An evaluation blank is then sent each employer at the end of the employment period. When this is returned to the school, the student's adviser and teachers have an opportunity to see it, after which it becomes a part of the student's permanent record. A record is also kept for the farmerettes by means of a letter to each parent and the evaluation blank. A copy of the letter and the evaluation of the farmer is placed in her school folder.

In the opinion of parents, students, and teachers, the part-time, seasonal, Saturday, and summer-work program has been decidedly successful.

One parent whose son helped a carpenter states "Ted now has a more self-reliant attitude. He has gained in ability to co-ordinate mind and body." Another parent says "Robert has a paper route. He now has a greater sense of responsibility. The contact with his adult customers gives him a feeling of ease in meeting the public. Handling money is a good experience. Earning his money causes him to spend it more wisely."

A student says "I lost my first job because I arrived late and then visited too much while working. I now realize what it means to work hard and to stick to a job until it is finished. I am still holding my second job and am proud of it." A girl comments "When a boy or girl makes money he learns to take care of it. I meet a lot of interesting people. My boss is much more exacting than my mother."

Teachers are agreed that many students mature in their attitudes because of their work experiences. One teacher is particularly enthusiastic about the value of work experience, because it brings first-hand experience into the classroom. She states "No matter what unit is being studied, it seems to me that those students who have had jobs make more meaningful contributions

than those who have not been actual participants of the world of work. Many teachers feel that work experience, well-supervised, helps to develop initiative, reliability, and the abilities to follow through and to get along with people with whom they associate.

**E. The school encourages parents to give their boys and girls work experience in the home.**

The school tries to help parents understand the importance of work experience in the lives of their boys and girls. For example, the following letter was sent out last year:

Our school believes that work experience is valuable for boys and girls. In fact, we feel that certain personal characteristics such as promptness, dependability, and realization of the need to complete a job are best acquired through work of a socially significant nature which is well-supervised. As you know, the school is attempting to provide work opportunities. In addition to activities such as clearing up after parties, work required to put on projects such as a school carnival, students' work in the cafeteria, operating motion picture machines, washing walls as a part time job on Saturdays, various groups have helped in the planting and harvesting of crops. Several grades put in half days on a voluntary basis in sorting clothing during the recent drive.

In addition to these group projects, the school has an interest in the part-time jobs in which students have been engaged. More than one-half of the eleventh- and twelfth-grade students and one fourth of the tenth grade students have held part-time jobs during this school year. The faculty is also interested in summer-work opportunities. Nine tenths of the senior high-school boys and girls had regular jobs last summer. Twenty-five of our senior high-school girls were at a farm camp sponsored by the school, which will be operated again this summer.

The school is attempting to capitalize on work experience in which students engage to make our school program more effective. Firsthand and real experiences acquired while on a job can be used to make more meaningful the subject in the school curriculum. The school is conscious that the home and the faculty must work closely together to avoid a danger which may result from too heavy a total schedule of school and work combined.

In planning for next year, we will appreciate your reactions to our work program. It will be helpful to us if you will fill out the attached sheet and mail it to the school.

In addition to questions about the school work-experience program the following question was included: "Do you find it possible and desirable to give to your boy or girl work responsibilities at home? If so, what does he do? Answers such as these were received:

"Our children keep their own room, do personal laundry, help watch little brother, help with table setting, get meals, cut grass, help make their own clothes, shop for groceries, and clean the house on Saturday."

Another comment: "My son washes and polishes our car and runs errands."

A mother says that her daughters clean their own rooms every Saturday morning, wash the dinner dishes every other week, each of them do household jobs such as cleaning silver.

Another parent says: "We ask our son to do general work around the house and yard."

Parents of a boy in the seventh grade say: "He is responsible for keeping his room in order, bed made, cuts the grass, runs any necessary errands, helps with dishes."

The parents of an eleventh-grade girl say: "She takes care of a number of routine jobs at home, such as assisting with the preparing and clearing up of meals, caring for her own room and clothing, running errands."

Parents of a ninth-grade girl say: "In addition to general housework, our daughter does her own mending and assists with the ironing."

The parents of a seventh-grade boy state that: "In addition to helping with the dishes, carrying out the garbage, cutting the weeds, working in the garden, he keeps enough wood stored for the winter needs."

A parent of four in which the father was at war says: "I find it possible, desirable, and necessary to give my daughter work responsibilities in the home. She often has full charge of her brother, not yet two, washes the dinner dishes, mops and waxes the floors."

The parents of a tenth-grade girl say: "Our daughter spends so much time at school that there is little time left. She does her home studies, some practice on the piano, she does the dishes, cleans her own room, does her own mending."

On the basis of surveys such as the one just mentioned, visits with the home and conferences with both students and parents, home-room teachers become acquainted with the parents' attitudes toward children working and opportunities afforded by the home for sound work experience. Suggestions are then often made to parents in an attempt to cause them to give their child more opportunities to work and to show them the value of good supervision.

Another valuable means for determining home responsibilities is the student diary. The home-room teacher asks his students to keep a diary of all his activities for one week each semester. This enables the teacher to decide whether a boy or girl is assuming suf-

The school develops understandings and attitudes in its student-operated tea room.



ficient home duties and to evaluate whether desirable growth is occurring.

The school finds that the extent and nature of home work done by the students can be influenced decidedly by the school curriculum. Many students redecorate their rooms as a part of their home living course. Boys and girls in industrial arts are encouraged to repair and refinish furniture and to fix electric cords and leaky faucets. Home gardens are a part of the science curriculum. Girls through their home economics classes are stimulated to cook and sew at home. The unit on budgeting making in mathematics gives every student the responsibility to plan his own expenditures in terms of his allowance and/or income. The home-living class encourages students to think of their individual budgets in terms of family income and needs.

The staff places prestige value on work done by students in the home—washing dishes, house cleaning—any work that is necessary and contributes to a happy family life. The family unit in its relation to economic life is studied in social studies classes. Problems of food, shelter, and clothing make up much of the curriculum. Home menus are often discussed in home economic classes. Nutrition, need of rest and sleep, and recreation are studied in health and physical education classes. The school not only attempts to have the curriculum influence home activities but also tries to enrich classroom experiences through encouraging students to utilize their home experience in class discussions, research projects, theme writing, and speeches.

**F. An adequate guidance program enables each student to discover his needs, abilities, and interests in relation to employment and vocation demands.**

Personal inventories, check lists, tests, and interviews are used as basis for determining status, never as instruments to "pigeon hole" students. Although a student lacks certain skills or interest, faculty members generally agree that given the proper incentives these interests and skills may frequently be developed.

Tests are given to discover the student's past experiences, needs, interests, abilities. After tests are checked and ratings recorded, personal interviews for each student are arranged with those members of the staff who are in position to give him guidance. At this time, the student's predominating interest is discussed and a course of study and plan for future education encouraged, in the line indicated, be it in trades, industry, or professions. Six to ten hours are spent with each student in the analysis of his job preference. At the completion of this, his record is filed for future reference.

#### *Placement Service*

The school helps its students to get jobs. One of its first means is a placement service. Under the supervision of a co-ordinator, the students are placed in full- or part-time jobs. Work permits are issued, contacts with employers are followed up, and periodically the school progress of each working student is checked.

The placement office provides a clearing office for students wanting jobs to discover employers seeking help. This service places students in all various types of jobs—clerical, sales, personal service, trades. The school endeavors to give the employers in the community satisfactory and dependable service while it gives its students valuable training for the time when they become adult full-time workers. Students are followed up on the job and necessary conferences are held which include employer, students—occasionally parents—as well as the interested school person.

Each student learner is further checked by a progress rating kept by his immediate supervisor on the job who rates and marks his training, his attitude towards his job, his personal qualities for the job, and his work results. This form enables the supervisor to indicate that the student needs improvement, is average, above average in job attitudes: getting along with people, reaction to criticism, interest in care of equipment, co-operation, and job interest; in personal qualities: personal appearance, promptness, regularity of attendance, loyalty, dependability, perseverance, physical alertness, and mental alertness; in aspects of work results: quantity of work and quality of work. The supervisor also makes any general comments which he thinks are significant. This rating is used by the co-ordinator in determining the quality of the work experience and becomes a part of the student's permanent record.

Learning power-machine operation as a saleable skill.



**G. The work experience program is a recognized and accredited part of the school.**

The staff discusses thoroughly the work experience functions of the school and creates attitudes that all work is honorable. Work experience is given equal status to experiences and activities offered as classwork. The aim of the school is to enable all youth regardless of social, intellectual, or economic status to secure educationally desirable work experiences.



The staff has developed a list of guiding principles for the work-experience program. These include:

1. Students engaged in supervised part-time work should not be required to carry the usual academic load
2. The total school-work program must be consistent with sound health standards. Adolescents need free time in which to play and rest.
3. Work experience done outside of school auspices may be desirable but should be checked carefully to determine its educative values.
4. Every student before graduating from high school should be required to demonstrate his efficiency in some kind of work.
5. Credit toward graduation is granted for participation in the school-work program.
6. The purposes and procedures of the work-experience programs are not the sole responsibility of either the school staff or the employer. Students and parents should share in planning all aspects of the program.
7. The work program is the responsibility of the whole school faculty with the co-ordinator designated to give leadership and with appropriate staff leaders providing contact with employers and supervising the work experience to the degree necessary. Time is allowed them for this in their assignments. The school recognizes that adequate administrative time must be allocated for carrying out the following important practices: determining eligibility of the applicant for student work, his age, health, *etc.*, assigning students, locating work opportunities and keeping records.
8. Teachers should be kept informed of the work experiences of students in their classes in order that they may take advantage of them to enrich class discussion.
9. It is the responsibility of school authorities to differentiate between social service and work. Youth must not be exploited. Work growing out of citizenship activities may be considered community service and should not receive remuneration. Work in the school that normally is done for hire and work for private industry should be paid for by definite agreed-upon rates; for example, continuous dishwashing at school is not a social service.
10. A shortage of labor in the community or a shortage of funds in the home or in the school are not sufficient bases upon which to build a work program; neither is the mere acquisition of skills. The needs of youth and the community as well as the demands of industry should be considered in determining the purpose of the work program. Work experience should grow out of and help meet the needs of the community. Youth needs an opportunity to develop an understanding of the many interrelationships existing between various aspects of life in the community.



11. It is expected that the supervised work experience will effect changes in school programs. It is also expected that co-ordinators and field representatives have the responsibility to carry educational values into business and industrial practice; for example, social or religious discrimination, or work conditions involving poor light, poor ventilation, and unguarded machinery should be reported to the school authorities and either corrected or students removed from the job.

12. A community youth council should be established to co-ordinate the various agencies participating in the work-experience program.

With work experience as an integral part of education a youth has the opportunity to develop confidence in himself and to be ready to take his place as a contributing citizen in a democracy.

\* \* \* \* \*

The materials and ideas appearing in the foregoing write-up of how schools are meeting *Imperative Need Number 1* are drawn from statements sent to this Committee by the following schools or from materials published by or about them.

ALABAMA

Bessemer—*Bessemer High School*

ARIZONA

Phoenix—*Union High School*

**Developing general office skills through experience.**



Tucson—*Tucson Senior High School*

CALIFORNIA

Bakersfield—*Kern County Union High School*

San Francisco—*San Francisco Secondary Schools*

COLORADO

Englewood—*Englewood High School*

CONNECTICUT

Manchester—*Manchester High School*

DELAWARE

Wilmington—*Special School District*

FLORIDA

Clearwater—*Clearwater High School*

Orlando—*Orlando Senior High School*

GEORGIA

Savannah—*Savannah High School*

INDIANA

Indianapolis—*Crispus Attucks High School*

Richmond—*Richmond Senior High School*

IOWA

Marshalltown—*Marshalltown High School and Junior College*

KANSAS

Altamont—*Labette County Community High School and Trade School*

Manhattan—*Manhattan Senior High School*

Salina—*St. John's Military School*

KENTUCKY

Covington—*Academy of Our Lady of La Salette*

MAINE

Dover-Foxcroft—*Foxcroft Academy*

MARYLAND

Baltimore—*Clara Barton Vocational High School*

MICHIGAN

Lansing—*Lansing Technical High School*

MISSOURI

Kansas City—*Kansas City Public Secondary Schools Co-operative Occupational Educational Program, Kansas City Public Schools*

NEBRASKA

Grand Island—*Senior High School*

Omaha—*Technical High School*

NEW HAMPSHIRE

Derry Village—*Pinkerton Academy*

NEW JERSEY

Jersey City—*William L. Dickinson High School*

NEW MEXICO

Albuquerque—*Albuquerque High School*

NEW YORK

Barker—*Barker Central School*

*Barker Trade School*

White Plains—*White Plains High School*

OHIO

Canton—*Canton Public Secondary Schools*

*Timken Vocational High School*

Columbus—*Ohio State University*

Hamilton—*Hamilton High School*

Lakewood—*Lakewood High School*

Piqua—*Piqua High School*

Toledo—*Whitney Vocational High School*

SOUTH DAKOTA

Vermillion—*Senior High School*

TENNESSEE

Chattanooga—*Central High School*

TEXAS

San Antonio—*San Antonio Vocational and Technical School*

VERMONT

Springfield—*Springfield High School*

VIRGINIA

Newport News—*Newport News High School*

WASHINGTON

Olympia—*Olympia High School*

*Thurston-Mason-Olympia Health Department*

WEST VIRGINIA

Petersburg—*Petersburg High School*

WISCONSIN

Shorewood—*Shorewood High School*

WYOMING

Casper—*Casper Junior High School*

WASHINGTON, D. C.

*Trade and Vocational High School*

## Imperative Need Number 2

WILL FRENCH

*Chairman, Committee on Curriculum Planning and Development; Professor  
of Education, Teachers College, Columbia University,  
New York, New York*

**All Youth need to develop and maintain  
good health and physical fitness.**

THIS

OR

THIS



**A** STUDY of the statements sent in by a large number of schools reveals to the reader that these schools possess certain characteristics which they evidently feel are important if a school is to help all youth develop and maintain good health and physical fitness. These may consist of program elements, activities, services, plant facilities, or administrative arrangements. Part of the evidence of the importance of these characteristics is direct: the schools say that the presence of these things in their judgment makes their programs better than they otherwise would be. Another part of the evidence is indirect: the reader can deduce that what is going on in a school in the way of health, and physical fitness education requires that it have certain features or characteristics.

The writer has undertaken to group these pieces of evidence under six general heads. Each of these heads points to something essential in a school that is making a special attempt to meet this particular need. Conversely, it may be assumed that these six headings might be useful to schools that want to plan to meet this need better than they have. The six heads spring directly from the statements sent in by the schools in answer to the Committee's request or from other sources of which the Committee had knowledge. They have not been invented by the writer. In the development of what each of the six headings means, the writer has drawn upon the statements from the schools for illustrations. He has also used some material appearing in publications from other schools and in books and magazine articles. The inclusion of the latter materials enabled the writer to add some detail that otherwise would have been

left out. They do not alter in any way the deductions made from the schools' statements, but they do provide enriching detail. Essentially, what follows is distilled from the schools' statements through an analysis of each one of them and a synthesis of all of them. The Committee and the profession are indebted to the contributing schools for anything of value which has been used in this report.

**A. Site, plant, equipment, and personnel illustrate concretely to the students that the school and community recognize the importance of health and physical fitness.**

This aspect of the situation makes a good one with which to start because being objective and material, it makes a good approach to those which follow. A school that really meets this need of youth has to have plenty of room at its disposal. It needs space in the building, it needs a big campus or playground and it needs access to good play and recreational facilities in the community itself. Along with this, of course, goes good equipment and plenty of freely and easily available personal equipment needed by youth in the program. That the school has a good staff for this part of the program is obvious.

*Site*

When the school's site was purchased, those in charge insisted on plenty of playground space. If the only site available was not quite as large as it should be, the roof of the building was planned to be used for play space and the space in the building available for health and physical fitness was increased accordingly. The school does not duplicate what is already available in the community because arrangements exist for its pupils to use freely parks,

**The volunteer hospital service group, an outgrowth of the health program.**



public playgrounds even if under a separate department of local government. Even recreational facilities and health services which are not furnished free by the school or community are available to all school youth at such nominal cost that none needs be deprived of an opportunity to benefit by their presence in the community.

*Building Facilities for Health Activities and Services*

The building facilities are planned to meet the needs of all youth for health education, for physical education and recreation, and for health services. To whatever extent health education is given separately from other subjects, it has as good classrooms as the other subjects have. It is not given in unsanitary, unhealthful, poorly lighted basement rooms left over after other aspects of the curriculum had been cared for. The gymnasiums and auxiliary rooms for physical education and recreation are kept clean. They are well lighted, ventilated, and well equipped. The space together with what is available outside on the campus and in the community makes it possible for each boy and girl to include physical education and/or recreation sometime during each day. These facilities operate all the year around as needed, not just during the school year. The shower and dressing rooms are planned and operated so that one does not lose half the benefits of his physical education and recreation before he gets out of them.

Well-planned and equipped space for physical and mental health service is found in the school building. Its cleanliness, orderliness, and wholesome atmosphere bespeak health. The school's facilities presume treatment at and/or by the school health staff unless other community agencies are freely available. In this case school provides only for inspection and emergency treatment. Not only are the necessary special facilities for health and physical fitness provided, but the whole building reflects a consciousness of the importance of developing and maintaining health. The general design of the building contributes to safety and health of the students. There is good lighting, both natural and artificial. Special lamps are installed in the rooms to reduce the dangers from contagious disease. Heating and ventilation systems are present, and they work. The building materials used interiorly are of a nature to permit easy and thorough cleaning. All parts of the building are really kept clean. Acoustical materials have been used throughout the building so that noise is reduced to the minimum. The use of a variety of color schemes adds to the attractiveness of the building. Social rooms comfortably furnished and attractive in arrangement are available to faculty and to students. The grounds are landscaped and well kept—a source of pride and pleasure not only to students but to the whole community.

These physical, quantitative provisions of building, site, personnel, and services do not necessarily provide a good program. They do make one easily possible. Their absence in any degree makes a good program difficult and impossible to that degree. Moreover, the physical presence in the school and

community of these material things devoted to the health and physical fitness of youth teach youth that health and physical fitness are considered important by the school and community. They learn from being in and around a school so planned and built that no mere lip service is being given to this purpose of American youth education. The school and community really mean it! So this first characteristic is important—not only because it makes all else possible but because it itself teaches the importance of health and physical fitness in American life.

**B. Students use easily available medical and dental services for examination and treatment.**

The school cultivates the idea that its health service is constantly available for the use of its students. It is not a service they use only when they are called in for an examination or when an emergency occurs but one from which they can ask service on their own initiative whenever they think they should. It is available to "develop" health as well as maintain or repair it. Appointments with the members of the staff are easy to make. There is a regular plan of periodic examination which covers all students in the school and which reaches out to contact prospective pupils from the lower grades. Special examinations for all team candidates are always required. One's use of the services, however, is not limited to these regular schedules initiated by the school; the student also can initiate a request for service.

The services available cover every need. What the school does not do itself through its own employed health staff in the way of advice and treatment, it has arrangements for getting done in the community whenever a pupil requests it. The students know that if they have no regular family doctor who always looks after the family, the simplest way to arrange for treatment is to ask the health office about it. Such good working relations exist between the professional groups of the community and the public health services of the community, county, and state that services needed by a student are not denied or even delayed. The school health personnel co-operate on community-health programs such as county-wide T.B. X-ray check-ups. In this way "community" health, not just "school" health, is safeguarded through the work of the school's health center. Parents come to the health office about their high-school children's health, and the health staff contacts the homes by visits as well as by phone.

*Health Service and Education Go Hand in Hand*

The health-service staff helps with health and physical education also. Its members are invited into the various classes whenever their resources are needed by the teacher and students. They also check on health conditions in the cafeteria, gymnasiums, showers, dressing rooms, and toilets. Corrective physical education proceeds under the general supervision of the health-service staff. The staff campaigns for good health practices and habits. It encour-

ages good diet in and out of school. It expects personal cleanliness—showers always follow exercise. Towels are free. Good posture is a constant emphasis. The reports and opinions on all these matters go directly to the principal, who is guided by their professional judgment where the development or improvement of health is involved.

### *Health Records*

There is a record in the health office on each student. It reaches back to his elementary-school period and is kept up to date. It is available for review by any health staff member whenever a student is to be seen. Pertinent phases of this record are placed in the hands of those responsible for any pupil's guidance so that health factors and conditions are always taken into account when they should be. The best and most comprehensive data on the community's youth-health situation—past and present—are to be found in the school's health-service offices. Here is the real control-center for the community in matters of youths' health.

**C. The students make better physical growth and adopt better standards of diet because the cafeteria makes the supplying of proper foods — well-prepared — and the inculcation of good habits of diet its major concerns.**

The cafeteria is the place where the students have opportunity under favorable conditions to practice what they have been taught about foods in the school's instructional program and have been advised to do about their food by the school's health service staff. Everything about the cafeteria from its pleasant, clean, attractive appearance, its arrangements for food service, its comfortable chairs and tables to its sound-absorbent walls and ceilings promotes student and faculty health as far as food and food habits can. Nothing is ever done because it serves customers faster, makes a bigger profit for the cafeteria, or is more convenient for the employees.

### *Learning to Select the Proper Diet*

Several "plate" types of lunches are available. Most of these feature one hot dish and include milk. The plate is the easiest and best way to get a good lunch. Students feel they get more good food for their money by buying a plate than if they pick separate items and make their own plates. Yet the provision of several types of plates gives them practice in choosing. Some are for those who are overweight; some for those underweight; some appeal to girls and some to the always hungry boys. There are early- and extra-breakfast clubs for the students who cannot or do not get any or enough breakfast at home before coming to school. For those who come a long way by school bus on cold mornings, there is opportunity to go to the cafeteria for a hot drink before going to classes. Arrangements for providing good lunches for any who cannot afford to purchase them are made so that none is left out or embarrassed. The Federal lunch plan is used or some other arrangement is made so that costs are low and servings as large as they should be. Milk is especially plenti-



ful and cheap. As one looks over the cafeteria tables, white milk bottles stud the scene. Good candy is available, but students are expected to use it, if at all, as part of their lunch, not in addition to it. The cafeteria menus are published a week in advance and students who need to, can study them in relation to any special diets they are supposed to follow. Students are sometimes encouraged in some classes to evaluate a week's intake of food to see whether over a week they are getting a well-balanced diet.

#### *Healthful Lunch Period Habits*

The cafeteria period is a sociable one, too. The students may sit at the tables and visit. They need not feel they must hurry to give another the seat. They may, after their lunch is finished, stroll in certain corridors or, weather permitting, on the school grounds, go to the social rooms or the auditorium where some entertainment is available. Light forms of recreation are at hand for those who want a bit of pleasant relaxation after lunch and before they start "full tilt" into the afternoon's program.

All in all, when the cafeteria periods are over for the day, the school can feel that it not only met the students' physiological need for food but that it capitalized on the educational opportunity which this need presented and effectively helped youth develop and maintain good health and physical fitness.

**D. Students receive instruction designed to establish good health attitudes, habits, and understandings.**

Health instruction in the school is not confined to one department or a subject in a department. This does not mean that what is everybody's business turns out to be nobody's business. To prevent any such result the school

has an interdepartmental health committee. Its membership is drawn from

**Maintaining physical fitness.**



such departments as social studies, home economics, physical education and science. Its principal functions are to promote the inclusion of health instruction at all appropriate places in all subjects, to evaluate the coverage being given to health and to propose changes in content, in placement, and in treatment. The over-all result is that a high degree of co-ordination and articulation in health instruction is assured.

#### *Additional Units of Health Instruction*

Health instruction in the school is both direct and incidental. It is also stressed at certain points and yet continuous through the student's course. Courses with titles denoting health instruction are not the whole story. Many units of health instruction are hidden under the more conventional and even the academic course titles. Physical education classes include some health instruction both direct and incidental, but this is supported by many courses and units taught in the regular classrooms of the school. Courses of one semester or year in length entitled "Health" are required of all. Recognizing that instruction in this important area cannot be pyramided into one semester, however, students find health instruction in many other of their required and common learnings courses. The "health" courses are of a number of types to cover a wide range of topics such as first aid, personal hygiene and health, corrective exercise, safety, sex education, venereal disease, safe driving, home and family living, and child-care. To get desirable emphasis upon the more important aspects of health instruction, some of these and similar topics are introduced as units into biological science, home economics, and social studies. The physiological and psychological principles of good physical and mental health are presented, and the application of these to personal, home, and community life is made. Right attitudes and good habits are both taught for, but not without, full understanding of why they are considered to be right and good.

To make sure that this instruction is of the highest order, the specialized training of the school's health-service staff is frequently utilized in the regular classes. Experts in various fields of health are brought into the school. Good equipment is provided. Audio-visual aids are used and found to be very effective. The importance of hobbies and other good leisure activities in maintaining mental health and emotional balance is a regular part of the instructional program which students are urged to put into immediate use.

With this pattern of health instruction which is at times concentrated and at other times dispersed, which is partially direct and partially indirect—all carried on under the direction of an inter-departmental health committee whose recommendations take precedence over those of any single department head—the school feels that all students of the school get a well-rounded program of health instruction.

**E. Students participate in physical activities which create interest and develop a satisfying degree of competence in games and sports and other recreational activities.**

In addition to a program of health instruction which provides a large opportunity for responsible student participation, the school promotes a wide range of physical activities in which students are encouraged to participate. These are expected to provide not only physical exercise and development but also active social life and satisfying leisure-time activities. In conjunction with the physical education classes, there is a sports program. The sports program operates largely in out-of-school hours not because it is not considered of equal merit with regular physical education class work but because it is an effort to get students into the habit of using part of their leisure time for physical activities. All the games and pastimes engaged in by older youth and young adults are included, and one satisfies the "sports program" requirements of the school by engaging in a series of these sports during their respective seasons. Golf, tennis, swimming, skiing, archery, ping-pong, handball, horseback riding, volley ball, hiking, bowling, and all similar activities may be offered by students in fulfillment of their expected sports program. One may carry on the activity on an individual basis, in pairs or trios or in small clubs as desired. Where the school's facilities are not used, arrangements are made by the school with other community agencies for supervision of the activity. The pro-leaders, classes in leadership responsibility meet from time to time for systematic study of what is expected of good leaders.

#### *Intramural Sports*

In conjunction with the physical education classes there is also a varied program of intramural sports. These are of the team variety and afford opportunity for developing teams in almost any sport in which the students generally want to engage. These teams may come from "gym" classes, from home rooms, or from clubs. Some of these teams or groups may be "mixed" or co-educational and play with or against other such groups. In every case there are elected leaders who are responsible for organizing and managing the groups. As a means of providing training in the carrying out of the duties of leaders, classes in leadership responsibility meet from time to time for systematic study of what is expected of good leaders.

#### *Competitive Athletics*

Above this level of rather general participation is a structure of competitive athletics for those who qualify. The school program is realistic in that it recognizes the place of interschool athletics and assumes the job of providing the regulation, control, and development of interscholastic competition that will make this program most beneficial. It therefore has not just a first team or even a "varsity" and "junior-varsity" team. Instead, it supports three or more teams in each of the competitive sports. Competition in each is

limited to boys who fall within certain physical index numbers based largely on age-height-weight ratios so that all team members are somewhat "of a size." The school belongs to a league of neighboring schools all of whom follow this plan. League competition is therefore between the teams of the member schools, not between *the* team of each. Points for the league championship are so awarded that it is easier to win the championship trophy with three better than average teams than with one very good one and two poor ones. Identical school letters are won by all those on all three teams who meet requirements in any sport, so while the general public and its newspapers may still put quite a premium on the "first" team, the school's influence is all on the other side. It believes in competitive athletics, but it seeks to avoid the evils that creep in. There are no postseason or state championship games or tournaments. For the most part, its competition is within its league of neighboring schools.

Under these conditions there can be interschool sports for girls, too, without the evil by-products too often associated with them. Some interschool meets are now competitions—golf, tennis, swimming, volley ball, and basket ball, for example. Others are more in the nature of co-operations in which the girls of two or more schools join for an afternoon of organized play. The various forms of dancing make up a popular part of the girls' program of physical activities. The annual "dance-drama" each spring under colored flood lights is the modern eye-filling successor to the May-pole winding of another day.

#### *ROTC Program*

There is also the ROTC as a form of physical and social activity. It was there in the school before the war, during the war, and still is there, pending developments in national policy on military training. Its activities interest some boys, and it is offered along with other physical education activities as an elective. It is not played up to such a degree as to dwarf all others but assumes a normal place alongside of other groups in the school. Membership in it does not excuse from physical education class work any more than membership in a shop class involving physical activity would excuse one from physical education. Membership in it and even in many other types of clubs which cannot be regarded as furnishing physical recreation are considered by the school to serve a good mental and health purpose if they supply social and emotional satisfactions to the members.

**F. The students learn through participation to plan, conduct, and evaluate the school's and community's programs for maintaining and developing good health and physical fitness.**

In "D" above, the schools interdepartmental committee on health education was mentioned. Alongside of this committee of the faculty is the health, safety, and welfare committee of the student council. It is the over-all student center through which students' ideas about matters of student health and safety and welfare clear to the faculty health education committee or to the principal if outside

of this faculty-committee's area of responsibility. The whole atmosphere of the school encourages wide participation on the part of pupils and so it is natural that in the area of health and physical fitness there should be a large amount and degree of responsible student participation. This health, safety, and welfare committee is the all-school committee in this area, and it is free to suggest changes in school policies and practices, in relation to health services, physical education, and related activities.

### *Student Committees*

In more immediate relation to the school's recreational and sports programs are the girls and boys athletic committees. Since the two programs serve two groups in the school, there is one for each. There are elected student committees or boards with faculty advisers. They make recommendations to the faculty members in charge and through him to the principal on matters connected with the sports and recreational activities carried on in conjunction with the school's physical education program. They may propose new policies, practices, and changes in the program. They are expected to evaluate the existing arrangements as a basis for any changes they want to suggest. They exercise an approving control over student finances in this area. They pass on

### **Background for good health.**



proposed budgets for athletics before they go to the principal. Leaders of all intramural groups are responsible to them for the proper discharge of their responsibilities as group leaders. These committees or their appointees help with the conduct of all public affairs staged by the physical education and health department of the school. Ticket selling, ushering, acting as reception committees for visiting teams and officials, acting as a schedule committee for intramural games, serving as officials for these games, acting as a court of review for disputes, and other similar duties are performed by this group or by others selected by them. Student participation in these matters makes participation more than a process of objecting to the way someone is doing something. The school has discovered that proposals for changes, that are made with the expectation that the faculty will be assigned the duty of carrying out the changes, are likely to be unrealistic and sometimes unreasonable proposals. Participation that follows through to responsibility for carrying out proposals for change is the remedy for this evil. The amount and degree of responsibility carried by students not only makes it possible for the school to carry on more extensive and comprehensive programs of health service, physical education, and health instruction than it otherwise could, but it also provides valuable elements of education for the students of which they would otherwise be deprived.

This school can look Uncle Sam straight in the eye and say, "We are meeting the need—the imperative need—which you and your sons and daughters have for health and physical fitness."

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The materials and ideas appearing in the foregoing write-up of how schools are meeting *Imperative Need Number 2* are drawn from statements sent to this Committee by the following schools or from material published by or about them.

ARIZONA

Phoenix—*Union High Schools*

Tucson—*Tucson Senior High School*

CALIFORNIA

Bakersfield—*Kern County Union High School*

Carpinteria—*Carpinteria High School*

Long Beach—*Long Beach High Schools* (Junior and Senior)

Sacramento—*Sacramento High School*

COLORADO

Greeley—*College High School, Colorado State College of Education*

CONNECTICUT

Manchester—*Manchester High School*

Meriden—*Meriden High School*

New Britain—*Nathan Hale Junior High School*

## INDIANA

Indianapolis—*Arsenal Technical Schools*  
*Emmerich Manual Training High School*  
*Thomas Carr Howe High School*

## IOWA

Council Bluffs—*Abraham Lincoln High School*  
Des Moines—*Roosevelt High School*

## KANSAS

Chanute—*Chanute Senior High School*  
Kansas City—*Public Secondary Schools*  
Merriam—*Shawnee-Mission High School*

## KENTUCKY

Covington—*La Salette Academy*

## MARYLAND

Baltimore—*Clara Barton Vocational High School*

## MASSACHUSETTS

Boston—*Girls' School*  
Newtonville—*Newton High School*

## MICHIGAN

Alma—*Alma Senior High School*  
Highland Park—*Highland Park High School*  
Kalamazoo—*Central High School*

## MINNESOTA

Minneapolis—*Roosevelt High School*  
St. Cloud—*Technical High School*

## MISSOURI

St. Louis—*Normandy High School*

## NEBRASKA

Grand Island—*Grand Island Senior High School*  
Lincoln—*Lincoln High School*  
Omaha—*Benson High School*

## NEW JERSEY

Bridgeton—*Bridgeton High School*

## NEW YORK

Floral Park—*Swanhooka High School*  
New York—*Evander Childs High School*  
*Horace Mann—Lincoln School of Teachers College, Columbia*  
*University*

## NORTH CAROLINA

Burlington—*Burlington High School*  
Reidsville—*Washington High School*

## OHIO

Cincinnati—*Western Hills High School*  
Cleveland—*James Rhodes High School*



Columbus—*University School, Ohio State University*

Hamilton—*Hamilton High School*

Lakewood—*Lakewood High School*

Shaker Heights—*Shaker Heights High School*

*Shaker Heights Junior High School*

#### OKLAHOMA

Ada—*Ada High School*

Chilocco—*Chilocco Indian Agricultural School*

Oklahoma City—*Capitol Hill Junior High School*

*Taft Junior High School*

Okmulgee—*Okmulgee High School*

#### PENNSYLVANIA

George School—*George School*

Philadelphia—*Central High School*

Pittsburgh, Mt. Lebanon—*Senior High School*

Slippery Rock—*Laboratory School, State Teachers College*

#### SOUTH CAROLINA

Greenwood—*Greenwood High School*

#### SOUTH DAKOTA

Aberdeen—*Central High School*

Vermillion—*Vermillion High School*

#### TENNESSEE

Chattanooga—*Central High School*

#### VERMONT

Springfield—*Springfield High School*

#### VIRGINIA

Newport News—*Newport News High School*

Radford—*Radford High School*

#### WASHINGTON

Olympia—*Olympia High School*

#### WEST VIRGINIA

Gauley Bridge—*Gauley Bridge High School*

Petersburg—*Petersburg High School*

#### WISCONSIN

Shorewood—*Shorewood High School*

#### WYOMING

Cheyenne—*Cheyenne Junior High School*

Sheridan—*Sheridan High School*

## Imperative Need Number 3

BERTIE BACKUS

*Principal, Alice Deal Junior High School, Washington, D. C.*

**All youth need to understand the rights and duties of a citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and of the world.**

THIS

OR

THIS



**T**HE best preparation for understanding the principles upon which a democratic society rests; the greatest assurance that any youth will perform his obligations as an adult member of a democratic society lie in the richness of the democratic life of the secondary school of which he is a member. In our quest for schools that provide a rich democratic life we have examined first the spirit of the school. Do all youth feel that they "belong," that they are working partners with the faculty in building and maintaining a good school? Democratic citizenship at M—— is lived, not written on paper. It is apparent to even the casual visitor M—— is not a school from whose shackles a pupil is glad to escape. Its graduates regret to leave; they return to visit through the years. An often repeated comment of the returning graduates is this: "M—— has something—something indescribable—perhaps a spirit"—the teachers call it Democracy.

**A. All pupils will feel that they "belong" and that they are working partners with the faculty in attaining mutually accepted goals.** Most secondary schools provide a rich and satisfying life for their pupils in addition to the curricular program—dances, dinners, clubs, secret societies, school publications, elections, dramatics, choral groups—these are the experiences that schools provide through which American youth learn to work with each other, to accept responsibilities, and to grow in qualities that make for competent citizenship in a democracy. Studies of school life, however, have shown that not all high-school youth profit from the life of the

school because not all "*belong*." Belonging doesn't just happen; some schools work to achieve it. The following practices are reported in schools where students enjoy the sense of belonging:

1. Fraternities, sororities and other closed groups do not exist.
2. School dances and all social activities are held at the school.
3. The cost of admission to all school activities is covered by a low-cost student activity ticket:

"Activity Ticket Privileges Attract 1295 Students (the total enrollment is 1800).—Between September 11 and September 14, 1296 tickets were purchased by pupils. The ticket will admit the holder to all home athletic contests, to all plays, and concerts put on by school organizations. It covers a year's subscription to the weekly newspaper, the monthly magazine, and the school annual. A dime plus the activity ticket gets any student a reserved seat to the senior class play. Where else can a pupil get so much for his five dollars."

4. Expenses for participation in any school activity, sports, musical organization, student council are borne by the school and not by the individual participating.
5. Athletes are protected by a school insurance plan which covers direct medical and dental costs of injuries.
6. There is fun for all—as seen in the school papers:

"More than three hundred seniors responded to the cheerfulness of the annual May Day Dinner Dance which was held last night in the school cafeteria."

"'E Night at the Morgue' (youth recreation center) Everyone should wear his old clothes and bring his report card. Certain prizes are to be awarded."

"Penny Dance for juniors in the gymnasium. Social begins at three to enable bus riders to attend. All pupils, young and old, good and bad, are invited to attend this colossal, stupendous, gigantic celebration. Though it is an annual affair this will be the biggest and best ever."

**B. All pupils have opportunities to achieve "status" with their fellow-students through demonstrated competence and personal worth regardless of socio-economic status, race, or religious belief.**

"There is none of that 'rookying stuff' but they don't pay any attention to you either, and that is worse." A group of recently graduated junior high-school boys were reporting on their reception in senior high school. The "ins" will never know the loneliness and the heart break of the "outs." Democracy will be only a platitude, a myth or a fighting slogan to the minority groups who are the "outs" because of the very qualities which democracy professes to defend. The laws of most states require that all youth attend a democratic high school. The job of faculty and student body is to make the life of a democratic high school a true democracy. Schools are meeting this need also.

"Freedom from fear is perhaps the most intangible freedom experienced at Chilocco. The student body is composed of a conquered race. The freedom from fear is still lacking in many of the Indian people of today. Among the older Indians the thought that their government is trying to withhold from them certain privileges is quite prevalent. There are states in which the Indian is prohibited from voting although he has served his country in time of war. There is hardly a state in which Indians live but that has laws restricting the Indian from certain rights and privileges which are enjoyed by the average American citizen. The Indian of today, though a ward of the government, still faces the same problems of securing a livelihood as do other American citizens. Education at Chilocco has done much to secure for its students "freedom from fear."

Fear walks the corridors of many secondary schools as companion to members of minority groups. But "status" is more than freedom from fear. It is positive assurance that one is accepted and valued for his contribution to the common welfare. A senior high school with 1800 pupils, one third of whom are native American stock, one third children of foreign born parents, and one third negroes, sent to the committee a complete file of its student publications for the year 1945-1946, from which the following evidences of status for minority groups are taken:

*December 7, 1945*—headline from school paper "Commissioner Lee likes blueberry pie, sports, and Lena." A feature story and the picture of a negro boy follows.

*February 1, 1946*—feature picture on front page of the paper. Teacher demonstrates the operation of a new tool machine to a pupil, a negro girl.

*September 28, 1945.* Headline: "Lieutenant Wilkinson Gets Commission at Tuskegee." "Lieutenant Wilkinson related many incidents concerning the piloting of the planes in sixth-period journalism class last week while home on furlough." While in high school he was an ace photographer for the school paper and for the yearbook. The yearbook which contained much of his work won an "All-American rating."

**C. In schools where pupils are becoming competent members of a democratic society, pupils use the democratic procedures of elected officers, representative councils, and delegated responsibility for carrying on all phases of school life.**

"In a preliminary nomination Tuesday in home rooms, candidates were nominated for King and Queen who will reign over the school's seventh annual home-coming dance. Students cast their ballots yesterday in a final election."

Schools generally have student councils elected by the student body. Types of councils and responsibilities delegated to them differ.

One large high school patterns its student government machinery after the machinery of the local municipal government "since it is the easiest form of government for students to observe."

### *Executive Board*

A mayor and four commissioners—Commissioner of Public Welfare, Commissioner of Public Improvement, Commissioner of Social Activities, and Commissioner of Finance—are elected “at large” by the student body and have charge of all administrative responsibilities delegated to the student body. Five faculty members serve as advisers to the student commissioners and with them constitute the executive board.

### *Legislative Council*

Composed of one elected representative from each home room—initiates legislation and sends it to the executive board for approval. It is a matter of pride to the student council that not once in twenty years has a principal exercised his inherent right to veto legislation passed by the council and board.

All major offices of the school—twenty-five in number—are filled at a general election in May. Representatives to the student council are elected by home rooms prior to the first of October. Any student in good standing in the school may become a candidate for office by filing a petition signed by twenty-five voters. Forms for “petition” are made available to all and students are urged through the columns of the school paper “to get in their petitions.” After a week of active campaigning candidates for all school offices make their appeal to the entire student body in general assembly known to the students as “Town Meeting.”

In order to educate pupils in the wise use of the ballot, a committee under the guidance of a teacher of social studies produces each year a mimeographed bulletin describing methods of voting intelligently, types of propaganda used to influence voters, the nature of lobbying, and the evils of log-rolling. This bulletin is discussed in all social studies classes several days before actual voting takes place. Printed ballots are provided and election machinery similar to adult elections is set up—voting precincts, judges, clerks, *et al.* All formal election rules are observed—secret ballot, judges’ initials, proper marking, elimination of spoiled ballots, double tallies, *etc.* The inauguration ceremony is particularly meaningful. A prominent civic leader or public official is chosen to keynote the occasion. Solemn pledges to carry out the school tradition of democratic and efficient government are given by the newly elected officers in their inaugural addresses and their spirit commended by the keynote speaker. The whole procedure is as educational to the young citizens who constitute the electorate in this small segment of American democracy as it is to the officers they have just chosen to administer their affairs.

*The Commissioner of Public Improvements* establishes and maintains cooperative relationships with local police, fire, and public health authorities. All questions of student control and safety are handled by this department.

*The Commissioner of Public Welfare* establishes and maintains co-

operative relationships with local service agencies. The commissioner directs all fund drives, stamp and bond sales, Red Cross and Community Chest collections, supervises the distribution of clothing, welfare baskets, and other welfare enterprises.

*The Commissioner of Social Activities* represents the student body in all relationships with local social and recreational leaders. The commissioner is responsible for all assemblies, pep rallies, all-school social events, orientation of freshmen, cheerleaders, transportation of rooters for out-of-town games, and many other school and school-related activities.

*The Commissioner of Finance* administers problems connected with extracurricular finances. He is chairman of the finance committee of the student council which regulates *all* money raising, activities of *all* school organizations. The commissioner and his committee maintain general oversight of the activity-ticket system. The commissioner approves policies regarding the distribution of funds, collections routines, *etc.* The actual stewardship of funds is the responsibility of the school's business manager, a bonded employee of the board of education.

In studying school practices through which students develop competence as citizens the committee has been especially interested in procedures that have stood the test of time and have become a part of the tradition of the school.

The students of a large high school took over the management of study halls about eighteen years ago and have maintained their work of supervision "under all conditions that have arisen in study halls." Such a program provides a threefold service to the school:

1. Teachers are relieved for other duties such as sponsoring an activity group, holding special conferences with students needing advice or help, and taking charge of field trips.

Sharing the nation's responsibilities.



2. This proctoring system gives the student an opportunity to develop personality in leadership, self-control, self-reliance, justice, the sense of responsibility, and exercise of good judgment
3. This system of study halls extends both an opportunity and a privilege to the whole student body for co-operation. It has set and maintained a standard of which the whole school and the adults of the community as well may be justly proud.

**D. Through the democratic life of the school and through the curriculum all students will come to understand the structure of government in a democracy and will accept the philosophy upon which it is based.**

In compiling this report from the field, the committee has been much encouraged by the increasing number of areas of school life that are being delegated to the student body for management and control, by functional student organizations which have been set up for the exercise of student responsibility. Some schools have taken a further step. They are helping pupils to interpret their experience and their organizations in the larger setting of community, state, and world citizenship. One student and faculty committee worked for five months, meeting on Saturdays, on a statement of philosophy that would serve as a guide to "truer democracy." "In the course of their study the committee found it necessary to make a distinction between three levels of citizenship. These three types are; namely, the detrimental, the conforming, and the contributing citizens." The analyses of these types and their identification in the life of the school, the practical programs set up for eliminating the detrimental type and for changing many conformers to contributors are impressive evidences that schools can meet this imperative need of youth.

**E. All youth will achieve from their education some common and binding understandings of the society which they will possess in common.**

Schools which accept the responsibility for developing "common learnings" and "binding understandings" in all American youth are giving much attention to the materials and organization of their curricula. Many schools are working within existing framework with new emphasis upon concepts. United States history is thus described as "American life and institutions—problems and projects for the interpretation of the American scene;" or "Democracy as the present culmination of man's struggle for freedom." The success of the United Nations is dependent upon education in extending the concept of citizenship to include certain understandings of, and responsibilities to, the world of which the United States is a part. This new concept of citizenship does not involve education in new techniques of conduct so much as it does the development of understanding of the characteristics of the world in which we live, the need for world co-operation, and the desire by each American citizen to give his necessary personal support. A



series of five units for teaching world citizenship in the areas of race, culture, geography, economics, and politics in connection with present secondary-school social studies courses has been developed for use in a county school system.

#### *Common Learnings Program*

Other schools are experimenting with courses that integrate materials traditionally taught as separate subjects. "In grades seven and eight, the social studies materials are fused with English and science materials in a 'Common Learning's' program. The 'Common Learning's' courses are scheduled in a two-and-a-half-hour period under the direction of one teacher." A large high school reports as follows:

Courses designed to aid in the development of desired knowledges and skills needed are required of all students. Units are suggested and planned jointly by students and teachers. Choices are determined by needs, interests, and future plans of students in conference with advisers. What a good citizen should know and what he should be able to do are often used as criteria in the selection of such courses. Among the units offered in the general education program have been courses in social relationships of boys and girls, problems of marriage and family relationships, crime and delinquency, the Federal government, news behind the headlines, America as a world power, current world problems, minority groups, community recreation problems, and relations between state and national governments—these and many other related units.

Assuming the rights and duties of the citizens of a democratic society.



2. This proctoring system gives the student an opportunity to develop personality in leadership, self-control, self-reliance, justice, the sense of responsibility, and exercise of good judgment
3. This system of study halls extends both an opportunity and a privilege to the whole student body for co-operation. It has set and maintained a standard of which the whole school and the adults of the community as well may be justly proud.

**D. Through the democratic life of the school and through the curriculum all students will come to understand the structure of government in a democracy and will accept the philosophy upon which it is based.**

In compiling this report from the field, the committee has been much encouraged by the increasing number of areas of school life that are being delegated to the student body for management and control, by functional student organizations which have been set up for the exercise of student responsibility. Some schools have taken a further step. They are helping pupils to interpret their experience and their organizations in the larger setting of community, state, and world citizenship. One student and faculty committee worked for five months, meeting on Saturdays, on a statement of philosophy that would serve as a guide to "truer democracy." "In the course of their study the committee found it necessary to make a distinction between three levels of citizenship. These three types are; namely, the detrimental, the conforming, and the contributing citizens." The analyses of these types and their identification in the life of the school, the practical programs set up for eliminating the detrimental type and for changing many conformers to contributors are impressive evidences that schools can meet this imperative need of youth.

**E. All youth will achieve from their education some common and binding understandings of the society which they will possess in common.**

Schools which accept the responsibility for developing "common learnings" and "binding understandings" in all American youth are giving much attention to the materials and organization of their curricula. Many schools are working within existing framework with new emphasis upon concepts. United States history is thus described as "American life and institutions—problems and projects for the interpretation of the American scene;" or "Democracy as the present culmination of man's struggle for freedom." The success of the United Nations is dependent upon education in extending the concept of citizenship to include certain understandings of, and responsibilities to, the world of which the United States is a part. This new concept of citizenship does not involve education in new techniques of conduct so much as it does the development of understanding of the characteristics of the world in which we live, the need for world co-operation, and the desire by each American citizen to give his necessary personal support. A

series of five units for teaching world citizenship in the areas of race, culture, geography, economics, and politics in connection with present secondary-school social studies courses has been developed for use in a county school system.

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Assuming the rights and duties of the citizens of a democratic society.



Classes meet for two hours daily and the problem solving method is used in studying the units. Pupil-teacher planning is stressed. Use is made of interviews with citizens, visual aids, field trips, radio programs, newspapers, magazines, and books. A unit dealing with political parties and elections is offered whenever elections are to be held. Platforms of the parties are discussed, qualifications of candidates considered, and a special campaign assembly and election are conducted by students of the class. The school is divided into precincts and students vote using secret ballots. Votes are counted by students clerks and the results of the student-body election are published in the schoolpaper.

**F. Through study and through participation in programs of community and national scope, pupils will increase their awareness and understanding of current issues.**

Forums on a regional basis is one of the most interesting developments in secondary education in recent years. Junior Town Meeting Leagues are reported from all sections of the country. The New Jersey International Relations Forum gives students of member schools an opportunity to meet and discuss world affairs at all day conferences. Membership in this organization has grown from ten high schools in 1939 to sixty-eight high schools in 1946. Discussion groups in 1946-1947 considered problems in the following areas: 1. United Nations; 2. World Affairs; 3. Religion, Culture, Education; 4. The Western Hemisphere; 5. Europe; 6. The East. A high light of the year's work is a trip to New York to attend a session of American Town Meeting of the Air.

A similar organization is reported for Ohio and Kentucky, with Cincinnati as a center. In the Junior Town Meeting of the Air, students of parochial, private, and public schools unite in a radio discussion of such questions as: "Should the F.E.P.C. be made permanent?" "Are we making progress in racial understanding?" "How can we improve race relations in our own city and in our own immediate community?"

Many high schools provide a speaker's bureau through which pupils participate in community drives; others arrange for student presentation of topics of current interest before citizens' groups. Whatever the form of organization or the type of meeting, all have a common goal—to help youth to increase their awareness of current local, national, and world problems, and to help them to become competent to discuss such problems.

One city goes further and attempts to build attitudes through "Unity of Emphasis in Interpreting Our American Way." A study of the "Primer" prepared to bring about unit of emphasis resulted in a pageant produced by the faculty and students of a high school. "Youth Triumphant," the script taken from Russell Davenport's "My Country" adds the emotional appeal so necessary if the spirit of democracy is to become a vital force in shaping the thoughts of youth.

**G. Through programs of guidance pupils will come to understand themselves and will discover avenues through which each can make his own contribution to community and national life.**

five general headings—background, ambitions, health, intelligence, and achievement. Each student's abilities, achievements, interests, and aptitudes are measured and compared with those of other students. With this body of comparative information available, the student and counselor can plan realistically on a worth-while program of studies. In this way many students are encouraged to work up to capacities which they had been neglecting; others are saved the waste and disillusionment of attempting specialized courses for which they are unprepared. In the counseling situation, however, human values are kept paramount. No student is forbidden to try any course because of test scores. He may be advised against it, but in the final analysis the choice is his. Counselors, with the best information available about the student, do not direct him, but advise him.

Many schools give standard vocational tests to all students, provide vocational information, and help youth to study their own capabilities in terms of vocations studied. Courses in careers designed to help students realize the importance of focusing their attention during their high-school years on training for a livelihood have been organized. Courses in careers serve the double purpose of having students understand themselves and their community in which they will earn their living.

**H. Adults of the community will find in the school opportunities for self-improvement. Integration of community life and assistance in solving common problems.**

Forward looking high schools have long sought the co-operation of parents and of community groups in developing and furthering the program of the school. The school is a center of community life and growth is a concept that has not yet received wide acceptance. In describing the way in which his school is meeting community needs, one principal writes: "The board of education believes that education is a continuous process. They have, accordingly, set up their school program 1. for out-of-school youth, 2. for workers in the factories, 3. for tillers of the soil, as well as 4. for youth of school age." Throughout all vocational curricula runs the theme of civic responsibility. The school building is "all lit up" until ten o'clock, five nights a week. Twenty-five courses, ranging from machine tool operation to industrial relations, are offered. The advisory service provided for farmers is of special significance. "The farmers and their women-folk enjoy the evening schools because they deal with problems we actually have on the farm." Short courses in metal work and tractor and truck repairing have

proved successful. Farmers meet at the school to discuss problems of income tax, rationing, labor supply. The school provides consultant service for all such discussions. Among the encouraging developments in recent years has been a better understanding of the school by both management and organized labor. Advisory committees from both groups have given freely of their time and energy in promoting the school program and in explaining it to their constituencies. Their co-operation was evidenced in a very concrete way in the construction of an annex to the school by the building trades classes themselves. When the school board pointed out to the building trade's council that the primary purpose of the project was not to erect a school building at a saving to the school district but to give future craftsmen practical experience in construction work, their co-operation was enthusiastically given. The school has become, therefore, a school "of the people, for the people, by the people." Citizens generally exhibit pride in their school and believe that equal educational opportunities are realities.

\* \* \* \* \*

The materials and ideas appearing in the foregoing write-up of how schools are meeting *Imperative Need Number 3* are drawn from statements sent to this Committee by the following schools or from material published by or about them.

ARIZONA

Phoenix—*Union High Schools*

CALIFORNIA

Los Angeles—*Los Angeles County Schools*

Red Wood City—*Sequoia Union High School*

COLORADO

Greeley—*College High School*, Colorado State College of Education

ILLINOIS

Chicago—*Wells High School*

Chicago Heights—*Bloom Township High School*

Maywood—*Proviso Township High School*

Winnetka—*New Trier Township High School*

INDIANA

Indianapolis—*Thomas Carr Howe High School*

*Shortridge High School*

IOWA

Des Moines—*Roosevelt High School*

KANSAS

Chanute—*Chanute High School*

MAINE

Dover-Foxcroft—*Foxcroft Academy*

MICHIGAN

Battle Creek—*Lakeview High School*

## MINNESOTA

Minneapolis—*Roosevelt High School*

## MISSOURI

Kansas City—*Kansas City Secondary Schools*

St. Louis—*Normandy High School*

## NEBRASKA

Omaha—*Benson High School*

## NEW JERSEY

Hackensack—*Hackensack High School*

Montclair—*Montclair High School*

Nutley—*Nutley High School*

Westfield—*Westfield Senior High School*

## NEW YORK

Floral Park—*Sewanhaka High School*

## OHIO

Cincinnati—*Western Hills High School*

Columbus—*University High School*, Ohio State University

Shaker Heights—*Shaker Heights High School*

## OKLAHOMA

Chilocco—*Chilocco Indian Agricultural School*

Okmulgee—*Okmulgee High School*

## PENNSYLVANIA

Pittsburgh, Mt. Lebanon—*Senior High School*

## RHODE ISLAND

Cranston—*Cranston High School*

## WASHINGTON

Snohomish—*Snohomish High School*

## WISCONSIN

Shorewood—*Shorewood High School*

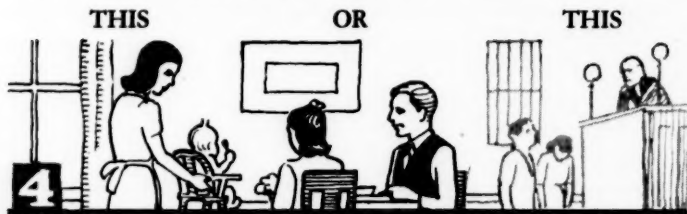


## *Imperative Need Number 4*

J. DAN HULL

*Principal, Shortridge High School, Indianapolis, Indiana*

**All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.**



**A**N understanding by the pupil of the significance of the family for the individual and society can be gained only through a school curriculum which provides for enriched living in the normal family environment. Family living in its most wholesome and stable aspects should have attention, specifically and generally, throughout the pupil's entire secondary-school program. The school program should give attention to improving family living. This can be done through the utilization of learning activities which will advance physical welfare and the building of human relationships in the home, better the American family by preparing youth for effective participation in family life, attain family ideals through health, enrich home life through wholesome leisure activities, and achieve tasteful home environment through the expression of esthetic impulses.

Teachers and pupils should explore their previous experiences and make plans for carrying on activities which are meaningful to the pupils. Wherever possible parents and adult members of the family should be given a part in the activities of the school. By so doing pupils are in a position to evaluate effectiveness at the conclusion of a learning enterprise or a unit of work.

If the school program is to meet this imperative need, a large variety of experiences must be provided, opportunities must be present through which the pupil can secure a wide range of experiences. For example, preparation for married life should be one of the concerns of the school. Here effort is expended on making the individual a person who can live with himself and with whom another can live. Each pupil is helped to integrate his personality based upon a fourfold life—physical, mental, social,

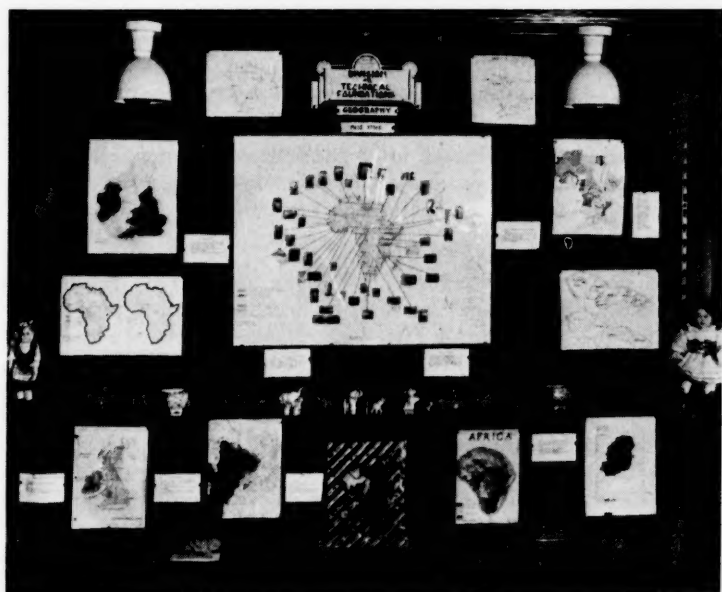
and religious. A pupil whose home is unhappy has not a good basis for happy family living; he may even hesitate to establish a home of his own. Assistance and encouragement can be given to the pupil. A teacher will try to uncover home problems that disturb his pupils. He may find that a working, unaffectionate mother, a sick father, or a stepparent impedes social living for the youngster. An intimate, free atmosphere of the class will encourage confidence. The teacher may be able through private conferences and home visitation to help in many trying situations. At any rate, if he can not change the home, he can help the pupil adjust himself to the situation.

**A. Pupils participate in a wide variety of coeducational activities to establish relationships which will lead to intelligent selection of mates and to living happily with them.**

The teachers of the school have been impressed by the findings of marriage counselors that a lack of social contacts with members of the opposite sex is often a factor in unsuccessful marriages. They also know from studies of adolescents and from their own observations that establishing new relationships with their

own age mates is a real concern of high-school boys and girls. Hence in

#### Ethnological backgrounds of our society.



classes and in after-school activities systematic provisions are made for boys and girls to work and to play together.

Throughout the school boys and girls learn to appreciate each other by working together in small committees which have been given definite assignments to contribute to classroom activities. Often in ninth-grade home rooms and English classes, pupils are placed in small groups around tables and given assignments to carry on conversations for a limited time. They are asked to pretend they are at a dinner party or some other social event and to talk about a coming athletic contest or school occasion for five minutes. The teacher moves from one group to another assisting shy conversationalists and helping the pupils teach each other to carry on group discussions with ease and facility.

#### *Instruction in Social Dancing*

A feature of the physical education program is instruction in social dancing. Boys and girls in physical education classes may elect this course with the approval of their parents. Corresponding girls' and boys' classes meet each Friday during the winter and early spring months for dancing activities. They begin with recreational games and square dances. Later they learn fundamental dance steps and more complicated patterns as fast as each class can master them. Since the boys' and girls' classes are not always equal in number, as many pupils as are needed to balance the sexes are borrowed from the study halls so that everyone in the physical education classes can participate with a partner. At the end of the season, the combined classes hold a dancing party in which they put into practice all the steps and social graces they have learned.

The community has learned to tolerate and even to approve this aspect of instruction in physical education but when first begun, it was carried on as a once-a-week, after-school activity.

#### *Right Patterns of Social Behavior*

Home economics teachers often help pupils to master right patterns of social behavior. For example, if a formal dinner is to be used as an instrument, after the general plan has been made, home economics teachers consider the possible needed social learnings for the pupils and how to make them available. They prepare a questionnaire and an answer sheet showing what would be the appropriate behavior in given situations. These are discussed in every home room where there are pupils who will attend the dinner. The day before the dinner, the foods department prepares and serves a dinner where pupils may see others come to dinner properly dressed, dispose of their wraps correctly, then seat themselves, and proceed to eat and converse as they should. A pupil stands by and points out each rule of conduct. Such demonstrations are popular and highly appreciated.

*Wholesome Boy and Girl Friendships*

Wholesome boy and girl friendships are encouraged not only in the classroom but in after-school activities as well. Although sentimental behavior, gossip columns, early engagements, and marriages are frowned upon, a full calendar of supervised activities makes the associations of boys and girls such a natural incidence that many school friendships do result in marriages in later years.

The social activities are carried on under plans and policies made by a committee of teachers, parents, and pupils. The teachers are appointed by the principal, the parents by the president of the parents' association, and the pupils by the president of the pupils' council. Generally the function of the committee is to stimulate and encourage activities. Occasionally it is necessary for the group to be a restraining and redirecting influence. The committee arranged for four afternoon and four evening all-school dances which are held each year. The evening dances are chaperoned by parents. Each semester the committee plans an afternoon mixer for the class entering the school and another for the newcomers who have entered from other high schools. Many clubs, home rooms, special interest groups, and often sections of pupils in regular classes arrange for social gatherings under the general plans determined by the social committee of the school. Dancing is probably the most popular single activity, but varied activities are planned to suit the tastes and interests of those participating.

Teachers who spend more than twenty hours per semester in after-school activities of any kind are compensated in addition to their regular salaries for their extra work. Wholesome after-school activities are so important that they are provided with skilled and responsible leadership just as regular class activities are.

In the school cafeteria daily on school days from the closing of school in the afternoon until five o'clock the pupil council sponsors a teen canteen. Soft drinks are sold and the profits pay for transcribed music, some recreational equipment, and a few special activities planned by the managing groups. As an after-school center the cafeteria is more popular than nearby drugstores because the pupils manage the canteen even though a teacher is always present.

A difficult problem is to stimulate bashful and backward people to participate in social activities. To meet this need a Host and Hostesses Club has enlisted the aid of the local Women's Club. The school club makes up its guest lists from those who are least active socially, and all parties are held in the private homes of the members of the Women's Club. Thus many pupils have an opportunity to attend a kind of party which has heretofore been entirely outside their experience.

In providing a variety of wholesome social experiences for boys and girls, the teachers of the school believe that while they are helping pupils live successfully here and now they are also helping them prepare for living happily with their mates. Individuals most likely to live happily with their life mates are those who have developed poise and personal confidence. They are those who in their teens learned to live successfully with their own age mates.

**B. Pupils come to understand the functions of the family, the significance of family solidarity, and the mutual responsibilities of husband, wife, and other members of the family.**

The teachers find many opportunities in many different subjects to improve pupils' understandings of the responsibilities of the members of the family. In language classes pupils learn of family life in France, Germany, Spain, and ancient Rome. In social studies classes pupils investigate the family life of the ancient Greeks, the Jews, the Chinese, and the colonists in America. In English classes pupils become interested in family relations through reading selected portions of modern literature, such as *Letters to Susan* by Margaret Culkin Banning, *An American Idyll* by Cornelia Stratton Parker, and *Of Men and Women* by Pearl Buck. In older literature, such as *Silas Marner*, *Tale of Two Cities*, *The Cotter's Saturday Night*, and *Enoch Arden*, they find illustrations of the beauty and idealism of fine family relationships.

In biology classes pupils learn to appreciate the value of bi-parental reproduction. In different forms of life they observe increasing complexity in methods of reproduction and come to understand the role of sex in achieving organic variation through the introduction of new heredity. They learn the significance of the mechanism and laws of heredity. In physical education classes pupils are segregated and given specific sex instruction. Lectures, motion pictures, and discussions help them to learn the physiology of reproduction, the physical and emotional hazards of promiscuity, and ways of wholesome sublimations.

#### *Evolution of Family Life*

In the senior year in a course required of all boys and girls in the school is a unit dealing with the family. Here the pupils study the evolution of the family, primitive forms of marriage, the family in the Middle Ages, the modern family and the effects of the industrial revolution upon it, the functions of the family, and the rising tide of divorce. Pupils acquire new insights into family life in America today.

They see that most cultures have sacrificed the interests of the individual to those of the family whereas our own culture emphasizes the point that the family as well as the state exists to be of service to the individual. Seeing the Chinese family provide economic and emotional security for

all its members, pupils learn some of the disadvantages as well as the advantages of our emphasis on individualism.

Observing the failures of all peoples who have attempted to weaken the family as the fundamental social institution, boys and girls come to have a new confidence in this institution and the moral code supporting it. They see that moral codes are not arbitrary impositions imposed by capricious leaders but fundamental systems evolved through experience in the efforts of the race to find happiness. They see the values of hard earned guideposts for safe living and the dangers of revolting against practices which society has developed through trial and error for the protection of its members.

### *Successful Family Life*

Projects which enlist the interest and effort of most classes are the analysis of factors which make a happy home and the preparation of a list of the conditions conducive to successful family life. Each pupil prepares a list for himself and then committees make a composite list upon which the whole class can agree. Pupils are usually concerned about the following factors as they affect the family: the economic basis, provisions for health, the affectional function, the practice of democracy, solidarity and loyalty, participation in community life, and the training of children for community life.

Pupils are concerned also about the real family living problems they experience in their own homes and which they see in the homes of others. Some of these problems are corporal punishment, forced church attendance, lack of interest in school, family quarreling, stepparents, marriages pre-arranged by parents, poverty, grandparents in the home, favoritism of parents for one child, and allowances *versus* the earning of money. Some pupils confide in teachers concerning strains within the family; as a result, teachers are often able to help through private conferences and home visitations.

Successful family life involves sharing responsibilities.



Family problems and weaknesses are not given exclusive emphasis. All pupils are encouraged to appreciate the strengths of the family living they experience and observe. For example, each pupil writes a theme on the topic "My Family—What Do We Mean to Each Other?"

Through study, observation, and contact with community family welfare agencies all pupils learn that the family is being adversely affected by conditions of modern living and they see the necessity of creating conditions which will make possible better family living. They come to see that when they themselves begin a family by taking marriage vows, it is not merely an individual matter but one which concerns their children and society as a whole.

**C. Pupils acquire and use skills and understandings related to the budgeting, decorating, and furnishings of the home; feeding and clothing of the household; and aesthetic standards of living.**

While education for family life is a special obligation of the teachers of home economics, the philosophy of the school holds that this responsibility cannot be met in home economics classes alone. As a result there are units of work in many other departments of the school which improve the skills and understandings needed for successful family living. And pupils are encouraged to assume actual responsibilities in the home and in the community. Every pupil in the school is taught to look forward to owning a beautiful home of his own, but he is taught also that he has definite responsibilities for improving the living in his home now. The school provides for enriched living in the normal family environment.

Before the activities in any learning enterprise begin, teachers and pupils explore their previous experiences and make plans for carrying on activities which are meaningful to pupils. Wherever possible, parents and adult members of the family are given a part in the activities of the school. Since the pupils have had a part in planning the activities, they are in a position to judge the effectiveness of a learning enterprise or unit of work at its conclusion.

### *Budgeting*

During his first semester in school in a class in social studies, each pupil has as one of his activities the making of a budget, not only for his money but for his time as well. A personal budget brings up the question of a family budget. The efficiency and safety of a bank account, the consideration of insurance and bonds, and the computing of interest on simple loans are discussed and evaluated in their connection with the existing conditions in the homes of the community. Investigating advertising methods and sales propaganda, becoming acquainted with consumer educa-



tion guides, studying discounts involved in household bills, analyzing utility bills, comparing cash purchases with installment buying, and computing tax bills are significant activities which are initiated in the school and carried to completion in the home. Many pupils write and speak of family conferences where budgetary as well as recreational activities are considered and planned in democratic fashion.

### *Conserving Resources*

During his second semester in social studies, each pupil studies "Living in Postwar Economy;" conserving resources, assisting the family to meet shortages effectively, and using intelligently the services of governmental departments are studied from the point of view of the home. Sharing in family work responsibilities, conferring with parents concerning requirements in regard to work preparation, and assisting parents with family postwar problems are considered and undertaken by the pupils.

Where it is possible, pupils are encouraged to carry on in the home activities which are begun in the school. In the shops boys and girls learn to repair leaky faucets and faulty electrical appliances and to renovate old furniture in the home. Both boys and girls study the steps which must be taken in building a home and the problems involved in proper home heating, lighting, plumbing, and ventilating. In science classes pupils are encouraged to raise pets, plant gardens, care for their lawns, and assume responsibilities in the maintenance of the houses in which they live.

### *Buying*

In an upper class science course pupils study a unit called "Basing our Buying on Science" in which they learn to make tests of materials for the home and to base family purchases on the results of the tests. Pupils plan the construction of the home in terms of our current scientific knowledge, such as air conditioning. They use scientific knowledge in buying household equipment and learn to base their selection of medical and dental services on scientific considerations. Among the essential activities are the making of the workings of scientific principles observed in home machines and the listing of criteria to be used as a basis for personal purchases.

### *Appreciation*

In the field of music pupils learn to carry on worth-while musical activities in the home through projects, such as selecting radio musical programs discriminately, singing sacred songs in the home, appreciating the contributions of other countries to home music, discussing the contributions of American music to home life, and using music for entertainment at parties in the home.

In English classes pupils study units on appreciation of new papers, magazines, radio, and motion pictures. Always as they formulate standards of selection, they note the positive and negative influences upon the home. In

order that the entire family may enjoy a wholesome activity they learn to consult the desires of others and to refrain from monopolizing the selection of radio program, home magazines, and any other products which can be enjoyed by all members of the family.

### *Decorating and Furnishing the Home*

In art classes, pupils learn to apply fundamental principles in decorating and furnishing the home, and in carrying on home activities. They often temporarily transform the social room of the school into a dining room or a living room with new decorations and arranging of furniture. They study and when possible employ good taste in purchasing and arranging furniture, in selecting paints and wallpaper, and in selecting and hanging drapes and curtains. They compare present with pioneer art influences on the home. Pupils in art classes frame some of their best pictures and make them available at cost to other pupils for their division rooms. As a result, the school has been greatly beautified and many pupils have improved their taste in the selection of pictures.

Pupils acquire many useful skills in homemaking classes. Frequently they redecorate the model housekeeping apartment—painting walls, making slip covers and draperies, and rearranging the furniture. They serve meals there and entertain one another until they are proficient housekeepers and hostesses. Then they receive their mothers, guests, and faculty members at luncheons and teas.

### *Food and Clothing Problems*

The school maintains a children's laboratory where busy mothers in the community may leave their children of nursery-school age to be cared for and supervised in play by high-school boys and girls. When the laboratory was first established, a leader among the athletes of the school who loved children took a great interest in child care and thus fortunately helped to make it thoroughly respectable for boys to help in the nursery. The children's laboratory adds practicality and realism to the home nursing units which are required of all girls in the school.

Feeding the family for good nutrition is the aim in the planning of all food units. Pupils learn production and distribution practices as these factors affect the year-round supply of fresh foods in our markets. They visit food terminals and meat-packing establishments. They study the proper storage of food, time-saving practices, recent researches in preparation to retain vital food elements, and the eye appeal of the finished product. In the school kitchens they prepare and preserve foods and are encouraged to practice these skills in their homes. They work with home equipment, and study comfort and safety practices for the home, better management of time in the home, better purchasing choice, and the opportunities for changing equipment in the home to provide maximum efficiency.

Experiences in clothing classes are planned to help teen-age girls manage successfully the constantly recurring problem of what to wear. Pupils learn to distinguish between clothing needs and clothing wants; e.g., buying new clothing for protection and buying new clothing for group approval. Through studying the production and distribution of clothing with particular attention to advertising pressure, they become aware of their power as consumers. They bring to class worn articles of clothing and check standards for the evaluation of new garments against the obvious evidences of wear.

Each girl learns to make articles of clothing for herself and for children. Great emphasis is placed upon renovating clothing because a survey of home practices in the community has shown conclusively that more families remodel clothing than construct new garments.

**D. Pupils investigate under guidance the personal and social problems which concern them in growing up and in establishing new relationships with members of the opposite sex.**

In helping the pupils to develop an appreciation of the family as our fundamental social institution and an understanding of its significance for the survival of our society, the school often focuses the attention of the pupils upon deferred values. At all times however, the school attempts to make those deferred values meaningful to pupils by relating them to the immediate needs which pupils feel. For example, the attention of the pupil is directed toward the responsibilities he will have as a family member twenty years hence. Yet the teachers know quite well that at present his greatest felt need is for help in making friends, getting a date, behaving in socially accepted ways, and similar immediate problems. Both in classes and in informal contacts with teachers, pupils are encouraged to investigate under guidance those questions which are to them of immediate concern.

#### *Etiquette*

In beginning English classes pupils study a unit on etiquette. Some of the topics included are table, theatre, and telephone etiquette, introductions, dates, conduct in public places, personal appearance, table manners, and ball-room dancing. Many topics are presented in the form of dramatizations, group discussions, motion pictures, and individual reports. Helpful instruction is given by a group of seniors, about twenty-five boys and twenty-five girls, who have study periods during the various class periods of the school day and who meet with the learning groups for at least three different periods. These seniors attempt to give the lower class pupils the benefit of their experience in the high-school social life. The seniors in preparing their talks and demonstrations are guided by prepared outlines. At times teachers tactfully correct errors in advice given by seniors and serve as authorities on some points which are troublesome to both senior "advisers" and their pupils.

### *Guidance Program*

Pupils entering the school are assigned to common learnings teachers who are also guidance workers. These teachers remain with their charges throughout their school careers and provide for them opportunities to investigate their problems both individually and in groups. Each entering pupil fills in an adjustment inventory and a personal questionnaire which provides much information about his habits, his interests, and his dislikes. The teaching does not follow a prescribed pattern but is motivated by the pupils' needs as revealed in their efforts at self-analysis. Teachers are careful not to raise questions for which the pupils are not ready but every attempt is made to answer honestly the questions which pupils raise. A question box is provided where pupils may submit their queries anonymously. If they cannot be answered by the group, they can be answered by some specialist in the community or by books and pamphlets which are always available in the classroom library. The printed page is an impersonal thing and is more satisfactory to some boys and girls than a personal conference is. However the advisers, because they begin working with pupils when they first enter the school and remain with them until they finish their school work, are able to win the friendship and confidence of the great majority of their advisees. They do not attempt to provide ready-made answers to all the problems of their advisees. They do attempt to define issues and throw light on a problem so that a pupil and his parents can make decisions as intelligently as possible.

In physical education classes where boys and girls are segregated pupils raise the questions which concern them about the development of their own bodies and the physiology of reproduction. In social studies and in home-making classes, pupils anonymously suggest causes of conflicts in the home and the topics they would like discussed. Parents' meetings to discuss the everyday problems of adolescents have proved to be beneficial. Wherever possible the ultimate aims of the school in improving family living are related to the issues which concern pupils now.

### *Development of the Individual*

In the senior year all pupils study a unit concerned with the development of the individual. They begin with a study of the child in his home. They consider his emotional development, his difficulties in growing up, his competition with another child in the home for a parent's affection, and his ability to "take it" as he has the opportunity to make decisions and abide by the results. The emphasis in the study of the child is upon the insignificance of childhood traits discarded on the childhood level and the great significance of those same traits carried on to the adult level. That is, temper tantrums are unimportant if discarded in childhood but a great hazard if indulged in adult life.

Pupils study the adolescent, his rights and privileges and his responsibilities to the home and to the society. Topics considered include necking and

petting, the attitude of parents toward these practices, and ingenuity in providing wholesome fun. Other topics are the use or misuse of money, going steady, making friends, school grades, and how to study.

The unit on the development of the individual includes study and discussion of courtship, the engagement period, and marriage. There is an honest consideration of all the social, emotional, and moral questions involved in our modern industrialized society.

Here again the question box is used and boys and girls are often separated as their discussions are led by specialists in the school and in the community. Pupils discuss their own personality traits and traits they admire in the opposite sex. Then they write themes on topics such as "My Ideal Mate." Quite often a pupil will expose a personal problem in a theme as he would never do in a personal conference. In such an instance the skillful teacher makes all her suggestions in writing and never presumes to speak of the matters being written about.

Pupils study parenthood as a normal step in the development of the individual. They learn the importance of good adjustment to marriage and to one's mate as a prelude to good parenthood. They learn that a child is entitled to two full-time parents, a father as well as a mother, and a psychological as well as a legal home. Pupils study divorce, its effect on the individual and the children, and the factors in modern society which are increasing the divorce rate.

The general emphasis in the study of the individual is that change is a constant factor in all life and that nowhere in all nature is change so rapid and so filled with possibilities of progress or retrogression as in the individual. Considerable time is spent in the study of the individual because the school holds that any learning which contributes to the understanding of self and helps the individual to move toward the achievement of recognized goals is education for family living.

**E. Pupils investigate factors in the community which affect family living.**

While studying the modern family, pupils regularly visit and secure information from family welfare agencies, such as the associated charities, religious settlements, the child welfare league, the family welfare society, and the institute for family service. A small committee of seniors recently visited a juvenile court and made inquiry about provisions for mental and physical examinations of offenders, punishments, provisions for probation, and placement in foster homes or institutions. Committees also visit governmental agencies and inquire about mothers' pensions, maternal health, handicapped children, and unemployment insurance.

Pupils are aware of the influence of the community on the home and the contributions which homes make to the community. Their consideration of

these influences often leads them to the making of actual investigations of the factors concerned. Recently a social studies class made a survey of housing conditions in one ward in the city. The class conferred with local housing authorities and received their assistance in the planning of the survey. Preliminary plans were submitted to the mayor, the local newspaper editors, and other public-spirited citizens who gave encouragement and approval. Pupils called on residents of the area in pairs and secured information about the type of building, condition of repair, name of occupant, race, number in family, occupation, and similar items. Every effort was made to give the persons interviewed a feeling of the social importance of the survey and a confidence that the interviewers were not trying to pry into their personal affairs. It was a great satisfaction to the pupils that local housing authorities accepted the results of the survey and used them as evidence in securing a government low-cost housing project for the area.

#### *Survey of Living Standards*

For a number of years, social studies groups have made an annual survey of living standards of the homes represented by all pupils in the school. Since the pupils represent a group slightly selected for economic status the seniors realize they are not getting a truly accurate picture of economic conditions but they take this factor into account. The pupils fill out questionnaires anonymously submitting data under five headings: the home, wages and income, living standards, health, and education. Under each heading is a schedule of specific items of information. All quantitative data are exhibited in charts and graphs. Committees of pupils visit all sections of the community and take pictures of various types of dwellings which serve to illustrate the report.

Since these surveys have been made for a number of years and comparable data are available, the pupils are able to study economic trends in their community and also to compare standards of living and social conditions in their own community with those in other communities for which similar data are available. They show evidences of genuine interest in the improvement of living standards and social conditions in their community.

#### *Block Beautiful Club*

For a number of years, pupils in the homemaking classes have had a Block Beautiful Club. Their purpose is to improve the appearance of the area immediately surrounding the school. At intervals they examine the halls, dumbwaiters, airshafts, and streets before the houses. They make a record of the rubbish cans used and the dates when apartments were last painted. Reports of their investigations are sent to the City Departments of Sanitation, Buildings, and Health. Since the organization of the club, there has been great improvement in the appearance and cleanliness of the area. Landlords, tenants, and city officials have held several conferences which have led to greater co-operation and more constructive attacks on their common problems.

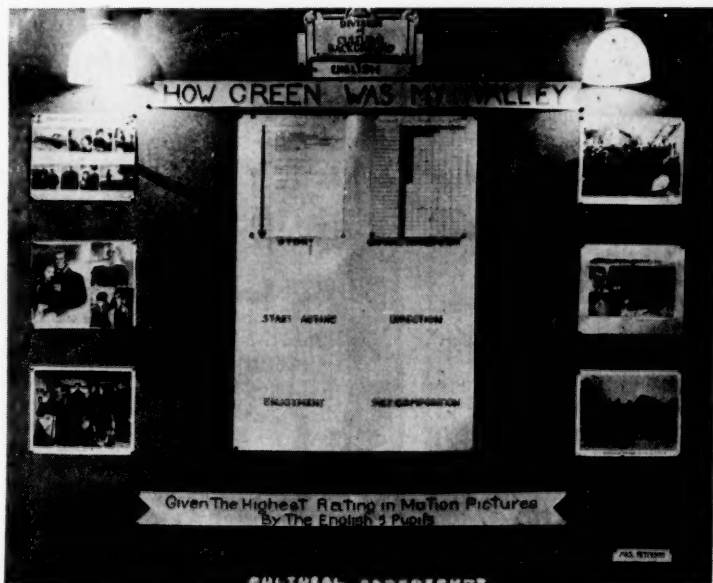


Although adults are sometimes encountered who resent the interest of high-school boys and girls in adult and community affairs, the leaders of the community and a great majority of the patrons of the school, realizing that pupils learn by doing, are willing and even eager to help young people serve an apprenticeship to adults in their efforts to improve the community. As for the young people themselves, it never occurs to them that they are intruding. Since they first entered the school, they have been confronted by community problems and have been urged to do something about them. Their studying has not been an end in itself. It has been a means to an end. In their activities in improving family living their efforts have all been connected with the practical problem of "How can we improve the health, the attractiveness, and the economic and social conditions in our community?"

\* \* \* \* \*

The illustrations and ideas appearing in the foregoing account of how schools are meeting *Imperative Need Number 4* are drawn from materials sent to this committee by the following schools or from material published in *Learning the Ways of Democracy* and *Promising Practices in Secondary Education* (available from the National Association of Secondary-School Prin-

Pupils learn to evaluate motion pictures.





cipals, 1201 Sixteenth Street, N.W., Washington 6, D. C., or from materials published about or by them.

## ARIZONA

Phoenix—*Union High Schools*

## CALIFORNIA

Long Beach—*Jordan Senior High School*

Los Angeles—*Abraham Lincoln High School*

## COLORADO

Greeley—*Greeley High School*

## CONNECTICUT

Meriden—*Meriden High School*

New Britain—*Nathan Hale Junior High School*

## GEORGIA

Savannah—*Savannah High School*

## ILLINOIS

Chicago—*Wells High School*

Park Ridge—*Maine Township High School*

Quincy—*Quincy High School*

## INDIANA

Indianapolis—*Manual Training High School*

*Shortridge High School*

*Warren Central High School*

Richmond—*Richmond High School*

## KENTUCKY

Covington—*Notre Dame Academy*

*La Salette Academy*

## MARYLAND

Baltimore—*Clara Barton Vocational High School*

## MASSACHUSETTS

Boston—*Girls' High School*

Framingham—*Framingham High School*

## MICHIGAN

Flint—*Central High School*

Highland Park—*Highland Park High School*

## MISSOURI

Springfield—*Senior High School*

St. Louis—*Normandy High School*

## NEBRASKA

Grand Island—*Senior High School*

Omaha—*Benson High School*

## NEW JERSEY

Bridgeton—*Bridgeton High School*

Maplewood—*Columbia High School*

## NEW YORK

New York—*Benjamin Franklin High School*

*Wadleigh High School for Girls*

Schenectady—*Mont Pleasant High School for Girls*

## OHIO

Cleveland—*Lincoln High School*

Hamilton—*Hamilton High School*

Shaker Heights—*Shaker Heights High School*

## OKLAHOMA

Chilocco—*Chilocco Indian Agricultural School*

Oklahoma City—*Taft Junior High School*

## SOUTH DAKOTA

Aberdeen—*Central High School*

## TENNESSEE

Chattanooga—*Central High School*

## UTAH

Ogden—*Ogden High School*

## WASHINGTON

Olympia—*Olympia High School*

## WISCONSIN

Shorewood—*Shorewood High School*

## Imperative Need Number 5

FRED T. WILHELMS

*Associate Director, Consumer Education Study, National Association of  
Secondary-School Principals*

**All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.**

THIS

OR

THIS



**A**LL good schools meet this need to a considerable degree, whether or not they have laid out a special program of consumer education. For, although its name is relatively new, consumer education is certainly not wholly new; neither can it ever be thought of as something entirely separate.

Nevertheless, the school which has taken special thought and planned specifically to meet this need exhibits some distinctive characteristics, discernable in its students and in the school itself. Let us try to test out and identify these characteristics.

**A. Students look forward with keen anticipation, backed by a rugged determination, to life on the highest standard they are capable of achieving.**

They get a lift. Their eyes are opened to possibilities they had not appreciated. And they are stirred to new levels of ambition.

Their new ambitions are by no means entirely confined to the ownership of material things. Their appreciation of literature, music, and all the arts is heightened and they are inspired to use these resources. They are led to see the values of a truly creative use of leisure time and to plan toward it. And they are helped to give a proper weighting to the spiritual side of life.

Yet they are stimulated, too, to value highly and to seek for those material things that make a genuine contribution to good living. They come to see themselves as living in a rich and powerful economy and a free and energetic land, where a capable and industrious person can forge out a good life for himself, without all the age-old hindrances of grinding poverty and oppression. And they determine to have such a life.

This optimism—this deliberate stimulation of a positive philosophy—may be the most distinctive feature of the good consumer education program. It is a realistic optimism; there is no hint in it that the good life is going to be handed to the student on a platter. It assumes as a matter of course that the goals will be reached only through hard work, good management, and a certain amount of self-denial. Yet it stands in vivid contrast to any philosophy of consumer education which emphasizes penurious penny-pinching and a niggardly approach to life's joys.

#### *What is Best in Modern Life*

As its most effective medium of instruction, the school simply shows the student what is best in modern life, in many different categories. From many homes, for instance, students come to the school with a limited conception of what is a good meal. In the cafeteria, in home economics classes, and elsewhere, the school enriches the concept, so that they will never again be wholly content with less than a varied and balanced diet. The enrichment extends to the beauty and taste with which food is served, the graciousness of manners and conversation as it is eaten.

The school's health program illustrates vividly the upgrading of standards of demand. Left to themselves, students—especially those from poor homes—would probably be content with a rudimentary sort of dental and medical care. But gradually their picture of what is satisfactory health care is improved. They use such preventive measures as are offered within the school—vaccinations, tuberculin tests, chest X-rays, *etc.*—as a matter of course. Having learned of different kinds of fillings provided by dentists, they ask for those that give a maximum of long-run satisfaction rather than merely settling for the cheapest kind.

This "raising of sights" proceeds alike in every phase of life—with respect to music or play as well as with respect to the electrification of a farm home. It is inculcated not so much by lectures or even discussions as by continuous demonstration. Therefore, the school which achieves it best is one which within itself exhibits high standards of good taste and culture.

**B. Students handle with ease and competence the problems of shopping and dealing in a large and complex marketplace.**

They are good shoppers. They can take a five-dollar bill to the grocery store and get full value for it. And while they are about it they can build and maintain effective personal relationships with the persons who serve them.

They can do all this for several reasons.

First, although they have not studied all commodities in detail and do not pretend to be experts on everything, they do have an unusually broad acquaintance with goods and services. They know the basic principles of nutrition, and at least in a general way they know how to select foods to meet their needs.

They have studied fabrics and garments and know a good deal about judging their quality; furthermore, they can apply the principles of good art in assembling a wardrobe. They have standards of good workmanship in furniture and appliances, picked up probably in connection with general shop work. When they have a health difficulty they know enough about the different kinds of practitioners, about clinics and hospitals, *etc.*, to choose what meets their needs. Even before they have any difficulty, they have learned enough about group plans of medical care and hospitalization and health and accident insurance to have forearmed themselves. Mostly they have learned what they know about goods and services through direct contact and work with the real thing.

Furthermore, they have acquired a sort of scientific objectivity about goods. Not that they are forever going about holding a microscope on goods or making chemical tests; but they have done enough of such testing and learned enough more about it by reading so that they think in terms of actual performance. About soaps, for instance, they know the simple chemical facts, and they are not to be greatly excited by claims of near-magic for some one brand.

### *Technique of Shopping*

Second, they have built up a generalized technique of shopping. Out of a firsthand familiarity with the working of stores and other institutions they have learned how to go about finding what they want, comparing prices, analyzing values. They have participated actively in careful shopping projects under supervision. They can apply this technique of shopping not only to the purchase of peas and potatoes, but also when they need credit or when they are in the market for insurance.

Special emphasis is put upon guides to follow while shopping. The students check their shopping against the following rules: (1) read labels, (2) inspect merchandise carefully, (3) ask specific questions of salespeople, (4) buy by grade, (5) buy in most economical quantities, (6) buy by weight, (7) buy only what is needed, (8) check weights and measures, (9) usually pay cash.

An extensive study of the various types of retail stores is made. Special attention is given to the advantages which the consumer derives from "shopping around" and to how consumers can realize large savings through buying merchandise at the proper time. Guides to buying are worked out with the students to include the following: (1) determine needs, (2) decide upon quality best suited for particular need, (3) make a shopping list, (4) check advertisements, (5) plan and organize a shopping trip.

### *How to Get Facts*

Third, they know how to get the facts they need. They have studied advertising, learned both how to use its factual content and how to keep from being unduly swayed by its emotionalized persuasion. Their study has been based on their own collections of real ads, not merely on a textbook discussion of ad-

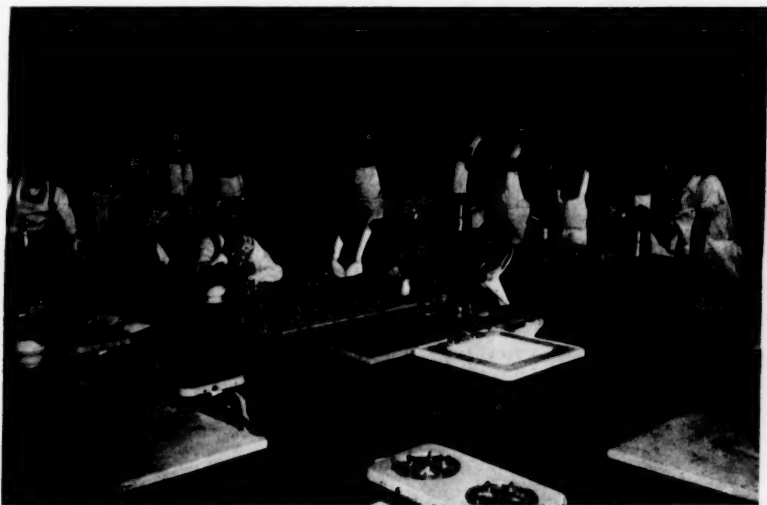
vertising. They have learned by study and experience to utilize informative labels with intelligence. They know how to ask intelligent questions of salespersons and evaluate the answers. They have become acquainted with authoritative sources of information about various kinds of goods and services. All in all, they have learned to proceed on the basis of sound information and they know how to find it when they need it.

#### *Dealing With Other People*

Fourth, they are skillful in dealing with other people. They see through the techniques of high-pressure salesmanship and resist it with ease. They recognize the patterns of the more common petty or major rackets and know how to avoid being victimized. But, more important, they appreciate the services of the honest workman and businessman and know how to earn his respect and full co-operation. They are customers of that admirable type who protect their own interests firmly, yet remain friendly and considerate of others. Without being cynical or oversuspicious, they are able to command high-quality service.

Generalizing, then, the students from this school where consumer education is effective get their money's worth consistently because they have a basic intelligence about goods and services, because they have sound habits of shopping and comparing values, and because they know how to get added information and the advice of experts when they need it. They are very much like the best adult shoppers in their communities.

Members of chef class sample dishes which they have learned to prepare.



**C. Students manage their personal financial affairs competently and wisely.**

The school recognizes that its students could be ever so shrewd as buyers and yet fail for lack of a more general managerial ability.

Therefore students are given many opportunities to learn to budget and manage their funds. This is done not so much through theoretical discussions of budgets for the families these students may one day head as through practical experience here and now. Students participate actively in managing the funds of classes, clubs, athletic organizations, etc. Desirous, in these organizations, of buying a great deal, but faced always with a limitation of funds, they are in precisely the situation which will beset them throughout their lives. They learn to estimate their resources for the next month or year, to evaluate their various wants, to place a high priority on those that seem most important and to postpone or reject the rest. They learn also how to keep simple but adequate records, how to use banking services, and a host of other small but essential techniques. Most important, the students participate in making the actual selections—of books for the library, equipment for a team, etc.—and carrying through the details of ordering, paying, and so on.

*Personal Budgets*

Their own personal budgets are a subject of consideration, too. Many plan to go to college or have other ambitions that call for planned savings. Through the school bank and by other means they learn how to save and what to do with their savings. They have bought many war bonds and are holding them with a purpose. Finally, they are helped to look ahead and get ready for more serious adult responsibilities. They study insurance, the use of credit, and other general financial matters. They consider how they can most effectively use their spare funds during the next few years to develop themselves and to promote their careers.

*Problems of Financial Management*

To aid them in thinking about problems of financial management, in which they have as yet had limited experience, the school acquaints them with the actual problems and procedures of real people. Graduates of a year or two before return to talk of their experiences in stretching their incomes. A girl comes back with her new baby and the layette provided for him and discusses the costs involved. Real records are available of the costs of heating a home in various ways, even of the costs of a last illness and death of a family member. An insurance man provides case histories and shows how a sound program of protection is built.

All in all, through long participation and some organized study, the concept of *managing* their money, of planning its use and sticking reasonably well to the plan, works its way permanently into their nervous system. It is not



that they grow miserly, or even necessarily more frugal than their fellows. It is rather that they see their incomes as a means to an end and take definite thought as to what they want that end to be.

**D. Students reveal a wholesome idealism in their personal dealings.**

Recognizing that a steady emphasis upon bargaining competently and buying to advantage might, if unguarded, produce a calculating and selfish shrewdness, the school deliberately uses consumer education in its program of character building. The self-interest it aims at is *enlightened* self-interest. It seeks to teach to consumers that same honesty and fair play which we have long recognized as the "best policy" in business.

There is an emphasis on consumer *responsibility* to balance other emphases. The young consumer learns not to mishandle merchandise and not to use excessively such privileges as that of returning purchases. He seeks to conserve the retailer's time by knowing rather well what he wants and shopping efficiently. He does not abuse the power which his patronage gives him. He comes to see that many of the features he dislikes in our trade customs are the result of carelessness and ignorance on the part of consumers themselves.

To this end the school uses a host of specific problem situations, rather than generalized moralizing. It helps the young student to see and consider the problems and interests of the "other fellow." This "other fellow" may be the man he meets face to face across the counter. But he is far likelier to be somewhere back in the economic process—a laborer, a farmer, perhaps even a coolie in some distant land. The very realization that he exists calls for some acquaintance with the economic processes that bring our goods and services to us. An appreciation of our *interdependence* is necessary to the conclusion that we cannot be maximally happy and prosperous unless he is happy and prosperous too.

**E. Students understand the economic system in which they live and the business system which serves them and are disposed to participate in maintaining and improving both at highest efficiency, using not only their economic power as consumers but also their political power as citizens to this end.**

Throughout this school there is an emphasis upon social-economic understanding and participation. The school's consumer education program adds nothing in this respect—nothing except opportunity. Coming at an understanding of economics and government from the point of view of the consumer, the user, has given the whole thing a new lease on life. When students have considered what they want their economy and their democratic government to make possible for themselves and their fellow-men, they are more ready to consider what is required if the job is to be done. Here is enlightened self-interest at its best.

They learn to view their own economic actions in the light of their generalized effects. "If I buy chiefly in response to highly emotionalized ads and high-pressure salesmanship, how will this affect what advertisers and sellers henceforth do?" Such a matter as patronizing a black market is viewed in the light of its social consequences. They learn to think ahead, to consider needs for conservation of resources. They come to think of governmental action as one possible means of assuring certain essential consumer benefits to all the people. Best of all, perhaps, they see that the individual does have real power—and therefore responsibility—in social-economic affairs.

#### *Participation as Well as Understanding*

Actual participation is as important as the understanding upon which it is based. Students form the habit in the only way possible—by participating in the discussions of small groups, of the school, and of the community. They want better recreation, let us say, and that depends upon improved facilities and a change in community or school policy. It is up to them, then, to decide precisely what they wish, to plan a way of getting it done, to influence sentiment in its favor. When they succeed in a small project, they have a new appreciation of their influence and of the potentialities of group action; then they are ready for a larger project. Consumer education is full of just such opportunities for group action; and because the problems involved represent real, keenly felt desires of the students, participation is genuine and success measurable.

Because consumer problems are real and current, they involve controversies and clashes of interest. Students have become acquainted with some of these controversies. They have seen the cases of all sides, and they have seen how each side attempts to sway public opinion in its favor, sometimes by fact, sometimes by sheer propaganda. It is an education in the way policy formation in a democracy really proceeds, quite different from an academic study of the theoretical framework of our government.

**F. Students develop a discriminating sense of values and a self-consistent philosophy of life and apply them as a frame of reference in their everyday affairs.**

The school recognizes that a low quality of wants and purposes may be a much greater hazard to success as a consumer than a lack of skills in buying and in managing money. Therefore, in educating for consumership, it constantly goes back to the basic philosophic question, "What do you want out of life?" It helps the youngsters to think through their purposes, to decide what is most worth their time, money, and energy. It sees as its greatest purpose in consumer education the improving of the "quality of wanting."

In doing this the school does not attempt authoritatively to dictate what the young person's goals or values shall be. That is something only he can

decide for himself. But it can help him to look philosophically at the values and standards with which he has grown up. As he develops new standards or refines old ones, it can help him to make sure that they square up with major criteria such as conformity with democratic principles. And it can assist him to see any inner inconsistencies within his philosophy or among his goals.

The development of a fine and consistent philosophy of values is a slow process, never really completed as long as we live. But after several years of tested thinking and development the young person does have a better sense of direction. He has standards to go by.

#### *Checking Actions Against Guides*

Yet if his philosophy of values and his standards and goals are set off as something apart from his ordinary life, they are meaningless so far as any effect on actual conduct is concerned. He needs to acquire the habit of constantly checking specific actions against his general guides, and fashioning his conduct accordingly. This the school gives him abundant opportunity to do. Time after time, as he participates in making group decisions, the question of values comes up. "Which will be a more worth-while expenditure of activities funds—to spend them on the first team, or to build facilities for athletic participation by the whole student body? What do we really want to get out of athletic activity, and which will give us more of that value?" Within the guidance program his individual aspirations, too, are connected with his use of money. "You say you want to go to college: Are you doing anything about accumulating funds? Are you buying your clothes with an eye to what will be suitable on the campus?"

The end product of the process is a group of boys and girls who have fairly well defined goals and purposes, who see the connection between those long-run purposes and their daily actions—particularly the way they use their money—and who consistently shape their actions to their philosophy.

**G. To achieve these ends, the school uses a great diversity of means, pervading the whole curriculum.**

Consumer education is not left wholly to "incidental" teaching. At several spots in the general curriculum there are single units, or a cluster of units, pulling together and organizing learning on some important consumer problem. Each unit is focused upon a specific problem, there being no general units of the shotgun type, called "consumer education" and trying to cover the whole field sketchily in a few weeks. The school likes to place these units in those classes which constitute the core of all the students' programs, for it recognizes the universality of consumer needs. When necessary, it brings in faculty members with special expertness, from specialized fields. Altogether, though there is no special course in consumer education, the time spent on these special units is at least the equivalent of a course.

However, it is not assumed that the whole job can or should be done in these units. A plan has been worked out whereby each course or department makes a distinctive contribution to the total of consumer education, a contribution closely related to its own regular work. And it is recognized that some of the best opportunities lie outside the regular courses, in the activities of clubs and other organizations and in the program of guidance. In tying consumer education into many courses, it has been found wise to restrict each course rather definitely to consumer problems which are a natural addition to the usual subject matter. When this is done, not only the quality of consumer education is raised, but also the quality of the work in the usual subject matter of the course.

#### *Mathematics*

For example, the general mathematics classes have abandoned their old first emphasis upon computational skills. They now approach their work through the common problems of ordinary people which demand mathematics in their solution. One of these problems is the use of credit. Students are made familiar with the working of the major lending institutions, often by direct visitation. They collect actual copies of notes, instalment contracts, *etc.*, and study their terms. They learn to work out interest calculations in the way an adult consumer needs to handle them, and compare the rates and costs to what is implied in advertisements of credit terms. They go on to consider policies—when is it wise to borrow or to buy on time, when not? The general mathematics course deals also with many ordinary problems of buying. Recognizing that few goods are now sold in pints or quarts or bushels, it familiarizes students with the common measures of cans and crates, *etc.*, in their standard sizes. It gives them practice in making comparative calculations of price and quantity. Throughout the course *real* examples are used, with current prices. "Canned" textbook materials are not found adequate. If a problem involves the wages of a paper hanger, someone in the class finds out what his wage rate would be. Thus the very examples used in the mathematical calculations do much to teach prices and business methods.

#### *Art*

In general art work a certain amount of time is given to the art principles involved in buying clothing. Boys, for instance, submit for criticism combinations of sweaters and neckties in various colors. But even closer to the center of interest of an art class is the purchase and arrangement of pictures and other decorative objects. This is carried far beyond the usual academic endorsement of having "good" pictures in a home. Students learn in practical fashion where they can get at a low price authentic reproductions of great art. They learn to study carefully the quality of reproduction. They find out where and how one can have prints framed at a reasonable cost. And finally they consider how the pictures should be hung in the home.

### *Shop Classes*

In all sorts of shop classes, where students are learning good workmanship, time is taken to judge the quality and workmanship of commercial offerings in related fields. Thus boys in woodworking study furniture and learn how to judge it when they have a purchase to make. They learn also to take care of such pieces and to repair them when necessary. Or, if they are not going to do the repairs themselves, they find out what sort of service is to be had on a commercial basis and how one may select a good repair shop. The same sort of thing can be done for electrical appliances and other goods.

### *Social Studies*

In the social studies many opportunities are utilized to build wise consumership. History classes study the rise of the organized consumer movement, just as they study the labor movement. They analyze the factors of change in modern life which have brought the consumer's present problems into existence. Economics courses have largely abandoned teaching the old "classical" economic theories, and have swung to institutional economics. Beginning with the problems of a boy with a nickel in his pocket and his nose against a store window, they approach and interpret economics in terms of the individual's efforts to get the good things of life for himself and his fellowmen. The study of government begins with firsthand acquaintance with local agencies and the services they make available. Students become more intelligent and more appreciative users of public facilities as they understand how these facilities are paid for and maintained. They also acquire a basis for judging what their community should purchase with tax funds.

### *Home Economics*

In home economics there is so much consumer education that a description of one is almost a description of the other. The school knows, for instance, that homes have changed in large degree from centers of production to centers where goods bought from commercial sources are used. Therefore the purchase of dresses and foods and so on is stressed quite as much as sewing or cooking. The greatest emphasis of home economics as a whole is a deliberate

Homemaking class learns to repair articles.



attempt to raise the standard of living of all the people. In this it exactly coincides with consumer education.

### *Business Education*

In business education, too, there are especially natural opportunities to teach consumer skills, particularly those of financial management. For the problems which a young businessman is called upon to solve are

very much like some that occur in his private life. He must know how to open and manage an account at the bank, how to arrange loans, how to analyze his risks and insure against them. These are only a few of the consumer matters which enter into business education, for business education in recent years has become more and more concerned with personal problems. And teaching a young person to sell goods to consumers has much in common with teaching consumers to buy those goods well.

### *Science*

The sciences are another field which the school uses greatly with a consumer's problems in mind. Especially for students who will not go on in a scientific specialty, much of chemistry is household chemistry. Cosmetics and drugs receive particular attention. In physics such a topic as heat is studied largely in terms of the heating of a home. A foundation is laid for wise use of insulating materials and for efficient operation of the heating equipment. In biology the main objective is to teach students to live well in their environment, to follow simple rules of health, to eat nutritious foods, *etc.* Without prejudicing the adequate teaching of science as such, a great deal of transfer to everyday matters is secured.

The list could go on and on, through virtually every course in the school—the English courses with their attempt to habituate the consumption of good literature; the music department with its interest in the appreciative use of great music; the vocational courses which teach not only a way of making a living but also a way of life.

Nor are the opportunities limited to formal courses of instruction. Perhaps the freer activities are the richest resource of all. The FFA group tests local soils, scientifically determines what fertilizers are needed, how they may be secured most economically, and proceeds with the securing of bids and ordering for neighboring farmers. The school bank, operated by students under supervision, gives the school's best course in savings and thrift. A week-end camping trip becomes partly an adventure in budgeting and in the expert selection and purchase of supplies.

All in all, this school has found that it has far more opportunities for the education of consumers than it can or needs to use. It has found that, along with some organized and unitary instruction, it needs a great deal of correlated teaching in every corner of the curriculum. The keystone of success is planning—for without it some materials would have been drearily repeated time after time, and other equally valuable material neglected.

The school has found consumer education a peculiar combination of the most "earthy" material to be found anywhere in the curriculum with the most idealistic and philosophical matters. It is a combination of purely personal problems and goals with parallel social problems and goals. It can be truly successful only when it pervades the very atmosphere of the entire school.

\* \* \* \* \*

The data used in this report were drawn from statements sent to this Committee by the following schools, from publications by or about them, or from the writer's firsthand observation of them.

## ARIZONA

Phoenix—*Union High Schools*

## CALIFORNIA

Carpinteria—*Carpinteria High School*

## COLORADO

Greeley—*College High School*, Colorado State College of Education

## CONNECTICUT

Manchester—*Manchester High School*

## INDIANA

Indianapolis—*Emmerich Manual Training High School*

## IOWA

Des Moines—*Abraham Lincoln High School*

## KENTUCKY

Covington—*La Salette Academy*

## MARYLAND

Baltimore—*Clara Barton Vocational High School*

## NEBRASKA

Omaha—*South High School*

## NEW JERSEY

Cranford—*Cranford High School*

## NEW YORK

Brooklyn—*Newtown High School*

Ithaca—*Ithaca Senior High School*

## OHIO

Cincinnati—*Withrow High School*

Cleveland—*Collinwood High School*

*James Ford Rhodes High School*

Hamilton—*Hamilton High School*

## OKLAHOMA

Chillico—*Chillico Indian Agricultural School*

## WISCONSIN

Shorewood—*Shorewood High School*

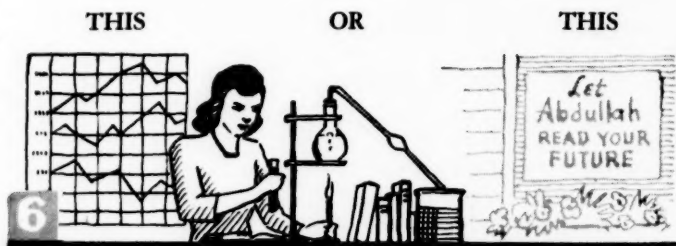


## Imperative Need Number 6

J. PAUL LEONARD

*President, San Francisco State College, San Francisco, California*

**All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.**



**E**VERY pupil who graduates from the high schools of today must realize the importance of science and its effect upon his personal, economic, and social life. Through science he will be brought into closer contact with the things of everyday life, he will derive an insight into the nature of scientific processes with which he comes into contact in the pursuit of his career, and he will acquire knowledge and understanding of those things necessary for his health and comfort. As a result of this study he should be better able to adjust himself to his environment and contribute to the improvement of society as a whole.

### *The Nature of Science Teaching in the School*

The school accepts the challenge that all youth need to understand the influence of science on human life. In accepting this challenge, however, science is not looked upon necessarily as a special body of factual knowledge, nor as a particular set of technological accomplishments. To this extent it is not a major purpose of the school nor of the science area to understand the influence of science on human life, but rather it is the purpose of the school to enable the pupil to understand human life in our society. This purpose is gained through all of the school experiences of youth, and science can help greatly in developing these understandings and behavior. Understanding the influence of science on human life, then, is only one means to a better life. It is for this reason that science offerings are available to the pupils enrolled in our present-day high schools.

**A. Youth will state problems, form generalisations, make judgments, think critically, prove or disprove beliefs, and change their minds as the evidence dictates.**

The primary purpose of the work in science in this school is to enable the pupil to have a greater awareness and greater understanding of the world about him and of his relationship to it. In order to do this, however, the school has recognized that it is important that conditions be provided which will afford pupils continuous growth in certain techniques particularly applicable to science.

#### *The Techniques of Science*

One of these is the skillful use of materials peculiar to science. The school includes practice in observing and interpreting environmental materials, exhibition materials, and specimens; and in gathering pertinent information from excursions, experiments, demonstrations, reference books, newspapers, maps, globes, charts, graphs, pictures, slides, lectures, radio programs, and interviews. As a second means it has developed effective methods of work in a scientific laboratory. This laboratory is very excellently equipped or it may be the pupil's own hobby shop at home. In any event, the pupil learns methods which will enable him to acquire the mechanical skills involved in the proper use of apparatus and in caring for specimens and in performing experiments. The school makes use of effective methods of research. The development of this technique involves practice in selecting significant and properly limited problems, in collecting pertinent data, in recording data in suitable ways, in organizing and interpreting data, and in compiling pertinent bibliographies of materials.

A fourth technique whereby the school supplies this need is through the use of methods conducive to the development of good study habits, of various discussion methods, and of other work-type methods in reading. Each pupil comes to understand and acquire the principles and skills of sound and economical study methods for his subject. He learns to participate in an orderly exchange of opinions and arguments without undue heat and with respect for the integrity of the opinions of others. He develops critical attitudes toward the authenticity and accuracy of information given both by himself and by others in discussion situations. The teacher of science shares the responsibility with all other teachers for helping pupils develop effective methods of reading appropriate to the subject. This involves work reading, fast and slow reading, discrimination between main and subordinate ideas, and skill in grasping significant implications.

A fifth technique is that of developing competence in a variety of types of expression. Practice is given in expression activities ranging all the way from performing an experiment, giving demonstrations and constructing apparatus, displaying cabinets or specimen cases, to the making of graphs, charts, maps, diagrams, and pictures to be used in reporting experiences.

A sixth technique is the skillful and consistent use of the media for keeping informed about current events in the field of science. Provision is made for definite and consistent practice in using available sources to keep informed about developments in the field of science and the social implications of these developments.

#### *The Scope of Science Instruction in Early Years*

On the basis of the principles just enumerated, the work in science falls into two major divisions. The first division has to do with developing an understanding of the meaning and implications of science throughout the entire curriculum of the school. The second has to do with that specific area of experience commonly called science. In the school, no organization of science into specific courses is made before the ninth year. Throughout the elementary school and the seventh and eighth grades, materials and methods of science are constantly introduced as they affect the problems studied by the child. Major courses designed to acquaint the pupil with his community and with the need for his understanding and acquisition of certain types of behavior calls upon the experiences of the scientist and the findings of the laboratory translated into technological improvement.

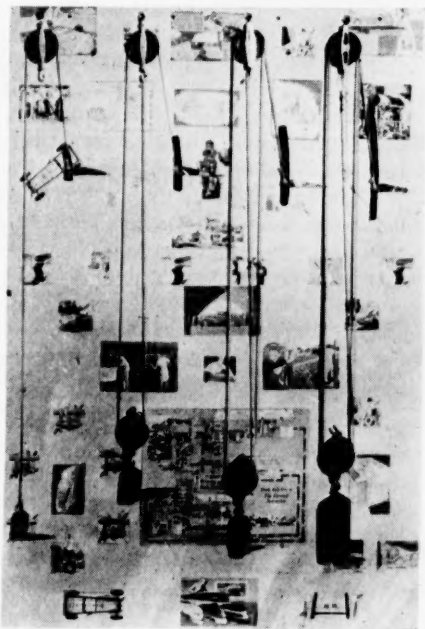
In the seventh and eighth grades, two hours a day are devoted to pupil-teacher study of problems that are socially and scientifically significant. There is no division between the social and scientific aspects of the problems. Throughout a number of years, the students and the teachers have developed a number of problems or units that seem to meet best the needs and interests of the pupils during these years. The assumption is made that a person in adult life does not meet problems in everyday situations that are divided into social problems and science problems. The assumption is further made that a better understanding of science can be secured if the pupil understands it in relation to his major social problems. Such problems as the methods of agriculture and their effect upon the lives of the people, the power resources of a nation and their effect upon the strength and economic life of the country, the maintenance of healthy bodies, the requisites for living together in small communities, cut across both the social and scientific lines. In the study of these problems the pupil learns to study as the scientist does, to work as the scientist works, to use the methods he employs. He gathers information, analyzes it, synthesizes it, forms hypotheses, and makes his conclusions. All of these demand experimentation, reading, consultation with authorities, field trips, observations, testing, interviews, class discussion, and the use of audio-visual material. While all pupils have these common experiences, some of them may go deeper into the implications of science. For instance, the study of how the earth has changed or how man has changed may interest some students. Others may be more concerned about aviation or the human body or about various phases of consumer education as they are affected by science.

**B. Pupils will develop reasonable explanations for body changes, for natural phenomena and daily happenings, and, by removing fear and superstition, will have confidence in themselves and will use their knowledge of scientific practices in their daily living.**

When the pupil enters the ninth grade, he begins to look at science as a special field of study, but he continues to consider it as related to the common problems of living. In a course in general science, pupils do not spend time trying to discover what chemistry is all about, what physics treats, and what biology deals with; but they get at the heart of certain basic problems which are of concern to them and for which science has a contribution or has some explanations or assistance to give. Basically, they study their own bodies, the nature of their own growth and development, the factors involved in the maintenance of health, both public and personal, the nature of disease and of medical treatment, the nature of food and its relationship to the building of the body, exercise, sleep, recreation, the requisites of good mental health, and the physiological changes that take place as adolescence and maturity reach them. They also make a careful study of the problem of resources, trying to understand that the wealth of the nation depends upon the amount and the utilization of its resources. They study their own community and their nation, and also as far as possible begin to understand the relationship between the various nations which have tremendous resources and those which do not. They begin to grasp some of the significance of international conflict, depending upon resources. In connection with resources, they make comprehensive studies of conservation, trying to discover why it is necessary to use wisely the resources which we have. They also study the problem of processing the various resources, concentrating on those which are probably closest to them. They come to understand the con-

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Learning the main scientific facts about pulleys.



tribution that science has made to such things as the cracking of oil and the fueling of the modern motor car, to the building of huge dynamos for the transmission and production of power, to the improvements in transportation and communication.

### *Men of Science*

They also come to understand something of the nature of scientific work and about the nature of man in relation to science. They know how the scientist works and what the requirements are upon him. They also have an understanding of the contributions of certain scientists, such as Pasteur and bacteria, Newton and gravitation, Perkin and dyes, Roentgen and X-rays, Burbank and hybrids, Curie and radium, Banting and insulin, Mendel and heredity, Marconi and wireless, Edison and incandescent lamps, Galileo and the telescope, Gorgas and yellow fever, Roger Bacon and gunpowder, Nobel and dynamite, Harvey and the circulation of the blood, Franklin and electricity, Michaelson and the speed of light, Darwin and evolution, Goodyear and rubber, Wright brothers and airplane. Through a study of the biographies of these men and a general knowledge of the way they went to work, and what they did with their findings, pupils come to understand something of the contributions of scientists and the requirements upon the scientist for his manner of work.

### *Science and Quackery and Omens*

In addition, they begin to apply certain scientific knowledge to modern psuedo-sciences or scientific vagaries, such as phrenology, graphology, palmistry, numerology, occultism, spiritualism, horoscopes, prophecies, ouija boards, hoaxes, perpetual motion, rain making, water lore, dogma, charlatanism, quackery, fallacies, frauds, mediums, hypnotism, and clairvoyance.

The third thing they study is superstition, such things as ways to wish, as pupils sometimes wish on a new moon, hoping something will come to pass; weather prophets, or luck, or portents, or Dan Cupid; household and domestic science, such as raising an umbrella in the house will bring you bad luck, sneezing (some people believe it brings bad luck to sneeze before rising in the morning), card fortunes, dreams, belief in the power of certain numbers (the value of the number three or seven and the bad omen of number thirteen); and all other kinds of omens of bad luck, death, and popular delusion.

### *The Study of Scientific Methods and Attitudes*

Through a study as indicated for this particular year, this material furnishes a great body of subject matter that is used as a basis for the discussion of scientific method dealing with, *first*, careful observation and experimentation; *second*, analysis and synthesis; *third*, imagination; *fourth*, inductive and deductive reasoning; and *fifth*, analogy. It offers fine opportunity for pointing out steps in the scientific method, such as (1.) the recognition of a problem, (2.) the gathering of data, (3.) keeping the problem isolated, (4.) generalization,

(5.) conclusions based upon results, and (6.) practical applications. Furthermore, it provides a means for the analysis and application of the following habits that may be listed as scientific attitudes, such as (1.) attention to accuracy, (2.) submerging of bias and prejudice, (3.) open-mindedness, (4.) cause and effect, (5.) suspended judgment, and (6.) criticism. These characteristics of work are not only good within themselves for use in science and problems of modern life, but they lay an excellent basis for any future work where the problem-solving method is involved, either in science or in the social studies.

**C. Each pupil will come to understand the influence of science on his home and environment, and on his own personal growth and development.**

As the pupil enters the tenth grade and proceeds through the eleventh and twelfth years, he continues to study science more directly, but at the same time he also encounters the meaning of science in many phases of his work in school.

Let us first illustrate how these opportunities are met through the various curriculum areas of the school program.

In the industrial arts department, the pupil is constantly confronted with the production and the processing of materials. Here he sees the connection between the growth of plants, animals, and minerals and the finished product. In art, the pupil comes to understand a kinship between the design principles which are so basic in all art development and are means by which creative ideas are satisfyingly expressed, and the same principles which give order and pattern to the work in science and to our own living. In the household arts, foods and nutrition involving the composition of foods, vitamins, minerals, the utilization of food by the body, and refrigeration are all directly related to this knowledge of science. In his study of child care, he again confronts the problems of heredity, environment, food, diseases, sterilization, and prenatal care. In dealing with problems in clothing, he finds connection between science and the testing of fabrics, stain removal, the composition of such fabrics as nylon, rayon, plastics, spun glass, fabric finishes for fireproofing, grease-resistant and water repellent, climate, and the use of bleaching, dyeing, and printing in fabric manufacture. Also in homemaking, he realizes the relation between science and the production and composition of silver, its cleaning and plating; the composition of china; and the etching and annealing of glassware.

In his social science work he constantly runs into the fact that much of the conflict that exists today in economic life is based directly upon the technological use of the principles and inventions of the scientist. He learns to see the relationship between the study of the abstract principles of science, their use in great technological inventions, and the human element as it comes to make use of these industrial products and processes.

In mathematics, he very soon realizes that the whole field of science depends heavily upon the quantitative aspect developed by the mathematician.

At home and at school, indoors and outdoors, he is constantly faced by the impact of science, both natural and physical, on his own day-to-day way of living.

**D. Youth will develop special abilities, hobbies, and interests, conduct individual research, and some will pursue further study to deepen their understanding of science.**

While the majority of the science work is carried on in the regular curriculum program of the school, many activities involving science are developed outside the classroom as an extracurricular part of the regular school program.

There is, for instance, a Student Science Council in the school, composed of many pupils who are interested in science. They meet during the regular forty-minute activity period in the week, and ideas originating in the science classrooms are taken by the classroom delegates for consideration by the Science Council. Enterprises have included the development and maintenance of the campus, provision for soap for washrooms, planning Health Week programs, and holding community garden contests and exhibits.

A recent enterprise of the Council has been to obtain the co-operation of a large dairy and grain farm with the science department. Working through the county farm agent, arrangements were made with the operators of the farm for science pupils to view the processes of dairying, stock raising, and grain farming through the various seasons. While the pupils of introductory science and physical science utilize the trips to the farm, provision is made that all students have systematic observation of science in action on the farm during the work in biological science in the second year of their high-school program.

The pivot of health activities in the science department is the Health Center. Its function is diagnostic with respect to ailments which can be cured by a physician, but the corrective aspect of its work with pupils is perhaps its greatest contribution to the health program. Each year, major health projects have been sponsored by the science department and the Health Center: the administration of tuberculin tests; eye examinations for all pupils with a plan to follow up those who need corrective attention. Dental defects also receive attention. Home-nursing instruction is offered by Red Cross nurses, and girls receive the full Red Cross Home Nursing course qualifying for the certificate as part of the science credit.

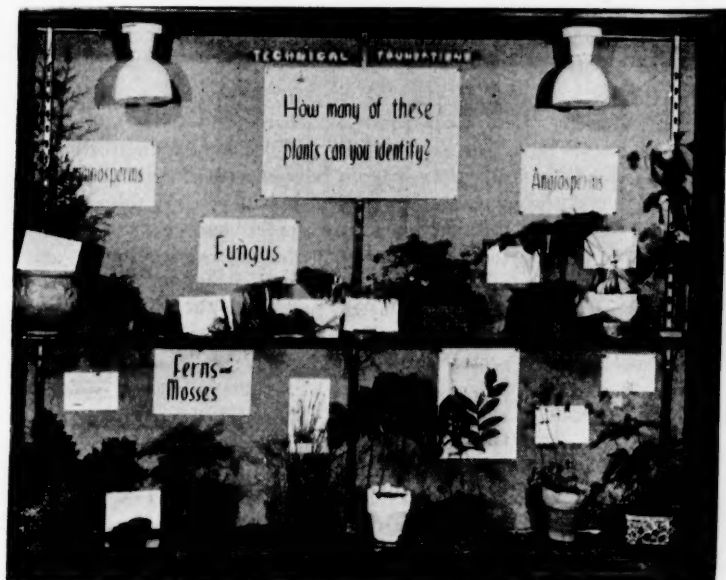
The school campus is made a laboratory for practice with plants and science. The auditorium provides an opportunity for special films to be shown dealing with health and various aspects of the workings of science. Field trips to the city museum, industries, aquarium, and planetarium are also carried on. In other words, the science program represents co-operative effort by teachers, pupils, parents, and lay leaders.



### *The Nature of Biology*

When pupils come to the study of biology, they face primarily the problem of understanding the world of living things. Work in this area seeks to develop an appreciation of life and the interdependence of its various forms. There are many units covering this area, of which the following are illustrative: (1.) The kinds of living things. (2.) Plants and animals—the world's food supply. (3.) Some major problems which living things must solve. (4.) Conservation of living things. (5.) Problems of nutrition. (6.) The responses of living things. (7.) The control of disease and the improvement of health, including accident prevention and first aid to the injured. (This is a more intensive study of that begun in the earlier years). (8.) The continuance and improvement of living things. (9.) The influence of heredity, and how the actions of the pupils may affect their descendants. (10.) A rational understanding toward sex, developed through the knowledge of the functions of the human body. (11.) Understanding of people of other races and cultures. This last point is an attempt to unify in the pupil's mind the relationship between the role of biological inheritance and cultural inheritance, with an endeavor to foster basic intercultural understanding. Such understanding is necessary for good citizenship in a democracy. Moreover, it is becoming increasingly

#### Studying the influence of science on human life.



necessary for pupils to have this understanding, especially when they live in a shrinking world in which people differing widely in race and culture are being brought into political, social, and economic relationship.

#### *Biology Study Outside the Classroom*

Pupils who are especially interested in biology have opportunity to go beyond the classroom work. A publication called *The Journal of Biology* is put out by the Biology Club. This journal deals with articles written by the pupils as a result of their study. Such articles as those entitled "New Germ Killers—Colchicine Pantalum," "Electrons in Biology," "Japan at War with Biology," "Tuberculosis after the War," and "A Visit to the New Public Health Institute" are examples of some that have recently been written. Another group of pupils is also interested in forming biology squads. The squads provide for the maintenance of a reservoir of live material: fish, frogs, bacteria, worms, plants, protozoa, and other material. They also provide opportunities for the gifted pupils to develop skill in such arts as the methods of culture, museum methods, histological methods, and special research projects.

The Biological Research Club has done some interesting work in the embryology of the chick. Motion pictures were made that recorded their progress; these were shown throughout the school to lay and educational group interested in the science work of the school. The club is also working on problems of heredity in rats and guinea pigs. The results of their researches are reported to a lay group of citizens at a conference held annually at the local museum of natural history.

The Naturalist's Club also offers exceptional opportunities for superior biology students. The club is currently carrying on experiments in the breeding of fish and pigeons. These activities involve the use of controlled experiments, careful laboratory techniques, and, above all, critical thinking. The members' careful notes and oral reports based on their work give them additional training in the application of the methods used by scientists.

A laboratory squad does a practical and worth-while job of seeing to it that the classes and clubs are adequately supplied with biological material and satisfactory working equipment. They make setups for classroom demonstrations and prepare microscopic slides. They prepare and maintain protozoan cultures and take care of laboratory animals. They also repair visual equipment, films, charts, and models.

The Human Development Club gives special attention to human physiology. Such topics as the following are studied and discussed: blood plasma, the use of antibodies, the Russian experiments on resuscitation, and the biologic courses of behavior. In nutrition, they learn of the most recent work on the values of various nutrients and the importance of the vitamins. They are told of the discovery of the industrial production of amino acids and the use of

these acids in the treatment of gastrointestinal ulcers, and more important, in the treatment of the starved concentration camp victims and the American prisoners of war. In consideration of cell studies, the members of the group discuss the influence that atomic research may have on the study of cancer. In that connection they engage regularly in a cancer education project conducted by the local cancer committee.

#### *Service Courses in Chemistry*

Some of the biology students have an opportunity to look at the chemical world in which they live. There are two types of courses, one of which they call a service course, which is particularly for homemaking and agriculture as well as industrial students, designed primarily to acquaint them with many of the aspects of the subject needed in everyday life. The work is divided into a large number of units and involves field, shop, and laboratory activities. A few of the problems studied are: (1.) the distribution and uses of mineral resources of the world, (2.) chemistry, and methods and practice in photography, (3.) chemistry and consumer problems in connection with such things as cosmetics, (4.) the chemistry of uranium, plutonium, and radioactive elements in connection with the interest in atomic energy, (5.) the study of drugs and medicines, particularly synthetic medicines, (6.) the smoke problems of the city, its science and its social aspects, (7.) the chemistry of gardening and farming, (8.) the chemistry of the individual, dealing with problems of a more personal nature than one meets in daily life, (9.) the chemistry of the home as far as it relates directly to one's well-being in and about the home, (10.) the chemistry of the shop, which deals with the various problems of vocational shop with which chemistry has connections.

The work is designed so that it is not run on the regular basis of a lecture and the use of laboratory manuals for performing experiments, so typical of the ordinary chemistry class, nor is the vocabulary of the ordinary chemistry class the prevalent one which is used in this course.

#### *Special Work in Chemistry*

The second division of the chemistry work provides an opportunity for pupils who are planning to enter colleges and universities to take an experimental laboratory science course. Though much of the ordinary material generally offered in chemistry is offered in this course, active discussion accompanies the experiments and demonstrations are used in developing each of the topics studied. No formula is prescribed for the conduct of lessons; procedures are varied. The following sequence of steps has been found most effective in connection with many topics: (1.) a question is proposed, (2.) opinions as to answers are given, (3.) hypotheses are written on the board and supporting evidence for each is added, (4.) an experiment is suggested that may help to determine the correct answer, (5.) the pupils tell what the experiment proved

in reference to the original question,—the teacher avoids telling the pupils what they can observe or determine for themselves, (6.) additional experiences are cited or experiments are performed, (7.) the entire procedure is summarized by one or more pupils and a simple record is made in the pupils' notebooks. This record includes (a) the original question, (b) a brief account of the experiment, with diagrams, and (c) the answer to the original question.

**E. The school will provide youth with first-hand contacts with the physical resources of the community, with rich laboratory facilities, and with visual, auditory, and physical aids to learning about natural phenomena, inventions, processes and raw materials.**

The work in physical science attempts to aid pupils to understand the relationship between the work of the physicists and modern industrial life. The work is also very closely tied to mathematics. The pupils get an idea of physics through the study of real things themselves rather than through seeing pictures of them or simply reading about them. For example, all big industrial uses of electricity have been developed through the use of alternating current. Nearly all of the fundamental studies of electricity in the physics course are devoted to direct current. The problem is, why is alternating current used universally, even where it must be changed to direct current for immediate use? The textbooks explain this. However, it is much better to demonstrate the reasons for this in the physics room.

Two power transformers have been designed, each with a capacity of about 15 kilowatts or about 20 horsepower. With these, a high voltage line is set up to transmit over 2 horsepower through a No. 28 copper wire, which is so thin it can hardly be seen by the pupil. Each student is given a sheet on which the problem is stated, and the demonstrations to be shown are described. The demonstrations are then made. Others, such as the electrical cutting and welding of metals, are also made. The demonstrations are discussed and explained by the students. Through this study the pupils really get an understanding of the principles of electrical current. Here is an illustration of the question. *Question:* Why is alternating current used almost universally, even where it must be changed to direct current for use? *Example:* The subway trains are propelled by means of direct current motors on a 550-volt line. However, in the power plants where mechanical energy is converted into electrical energy, alternating current generators are used, and the power is transmitted from the generating plant to the substation. The alternating current is changed to direct current by means of rotary converters, and transmitted to the trains. Why is this seemingly complicated system used? This question will be answered by a series of demonstrations using our big power transformer.

1. *Use of a transformer to change voltage.* In this demonstration the 120-volt alternating current line is connected to the primary coil of the transformer

having 100 turns in the primary. The number of turns in the secondary is varied, 100 turns, 200, 300, 400, 500, and 600 turns, and 220-volt lamps in series are used to show how to obtain voltages of 120, 240, 360, 480, 600, and 720 in the secondary. Two turns, three, four, five, and six turns in the secondary are then used to attain voltages of 2.4, 3.6, 4.8, 6.0, and 7.2 in the secondary. Thus by means of a transformer and alternating current it is shown that a change from any given voltage in the primary to any other voltage higher or lower in the secondary can be made, and the proper voltage required for any particular use through the use of alternating current and the transformer can always be secured.

2. *High voltage transmission of electrical power.* In this demonstration an attempt is made to show that if a bank of sixteen 100-watt lamps (total power, 1600 watts, or over 2 horsepower) is connected to the 120-volt line through a No. 28 wire, the wire burns up. Then a step-up transformer is used to raise the voltage to 720 volts. This 720 volts is connected on the secondary of the step-up transformer whose primary has 600 turns and whose secondary has 100 turns. The secondary of 100 turns is connected to the same bank of sixteen 100-watt lamps. The lamps now light and the thin No. 28 wire carries the load without even getting warm. Thus has been demonstrated the most important reason for the use of alternating current: that is, that by the use of transformers and alternating current, enormous power can be transmitted over thin wire, using very high voltage.

**F. Youth will understand the relation between scientific changes and the vocations of life, the amount and use of leisure, and the changing standards of living and world peace.**

In general, the course aims to acquaint the student with the physical world about him and the ways in which we are controlling and using the physical things with which we must deal. The course is particularly of service to those who are interested in industrial life but it also gives to those who are planning to enter college the necessary understanding, techniques, and skill which will assist them in their further training. It deals, also, with problems of mechanics, applying the fundamentals and materials of machines to radio and aeronautics. Additional to these are problems asked for by those who are interested in more intensive studies in this field.

### *The Scientific Laboratory*

In our rapidly changing world, it is very essential that students have a clear, concise understanding of the methods of science. In order that this may be brought about, the school makes every attempt to improve its own laboratories and facilities for the teaching of science. The classrooms are made attractive by using pictures of scientists, posters, museum specimens, live animals and plants, and an abundance of library materials. Many types of visual edu-

cational aids are in constant use. Extensive use is made of film strips as well as the slide machine. By the use of the slide projectors, pupils can prepare many of their own slides and can study living specimens projected directly on the screen through a microprojector. Etched glass slides are used, on which are drawn diagrams, sketches, and other data; these are projected on the screen by means of a regular lantern-slide projector. They have been found exceedingly helpful in review work and in interesting the students in the various phases of scientific data. Educational films are greatly improved teaching techniques, and much of the biological work has justly been built on educational films. For instance, such educational films as the following are used: *Save the Soil*, *White-fringed Beetle*, *Birds of the North Woods*, *Circulation*, *Digestion*, *Endocrine Glands*, *Nervous System*, *Body Defenses against Bacteria*, *How We Hear*, *Reproduction*, and *The Story of Dr. Jenner*.

#### *The Success of Science Work*

The degree of success with which the courses in science have met is due to some half dozen factors. Among them are such considerations as the following:

1. *Selling science to students.* An effort is made to unfold much of the panorama of science. This is done by providing a great variety of learning experiences as a means of enriching the courses. These experiences include assigned reading from books, scientific magazines, newspapers, and other reading matter; listening to radio programs on scientific topics; doing laboratory exercises; making field trips for study and research; using motion pictures; and holding conferences with specialists in various scientific fields as opportunity permits.

2. *Getting students to see the need for science study.* In other words, the courses in science are made practical. Close co-operation is had between members of the science staff and the members of the staffs of the other curriculum areas of the school. A few of the many ways the courses are made to function are: (a.) the school painters were preparing to paint the classrooms in one of the buildings. The classes in senior science did some research as to the best colors to use, the amount of light diffused, the ease of the different colors on the eye, and other considerations. The recommendations of the classes were summarized and given to the proper authorities. (b.) Another instance was that of dealing with poison ivy around the various buildings of this campus and about the school picnic grounds. The classes in junior science took this matter up and found that a spray made with sodium chlorate—one pound to two and one-half gallons of water—would kill the ivy. As a laboratory exercise the solution was made up and the ivy sprayed and killed some ten days before the spring picnic. (c.) Classes in sophomore science took up the matter of dealing with bagworms that were injuring the evergreens on the campus. The nearby college was consulted and a plan of action determined. (d.) Two

gas pipes were being placed for the school. Classes in senior science were consulted in connection with this project, some research carried on, and the problem solved. (e.) Members of the sophomore class took an active part in attempting to revive one of their schoolmates who had been drowned. A few others aided in caring for one of their number who had been quite badly burned. These students had had a course in first aid in connection with their science work.

3. *Setting up very definite values for the teaching of science.* Among those values so defined are the following. (a.) The encouragement of a healthy curiosity about one's environment. (b.) Finding a reasonable explanation for happenings. (c.) Development of self-confidence. (d.) Development of a willingness to collect facts and from them to generalize with care, to suspend judgment when insufficient facts are available, to act upon propositions or suggestions when they are supported by a reasonable amount of data, and to change one's mind when new findings seem to warrant it. (e.) Development of an inclination to apply scientific principles to daily living. (f.) Elimination of superstition. (g.) Development of desire to publicize one's skills and the ability to sell such skills. (h.) The formation of one's own personal viewpoint on life. (i.) The development of a point of view that is broad and tolerant.

Through these means, the school, therefore, seeks to enable all youth to understand the methods of science, the influence of science or human life, and the main scientific facts concerning the nature of the world and of man.

\* \* \* \* \*

Practices cited in this report are taken from reports sent to this committee by various schools in answer to its request for material illustrating their efforts to meet *Imperative Need Number 6* or from material published by or about them.

ARIZONA

Phoenix—*Union High Schools*

COLORADO

Greeley—*College High School, Colorado State College of Education*

CONNECTICUT

New Britain—*Nathan Hale Junior High School*

ILLINOIS

Chicago—*Wells High School*

INDIANA

Indianapolis—*Emmerich Manual Training High School*

IOWA

Des Moines—*Des Moines Public Secondary Schools*



MICHIGAN

Grosse Pointe—*Groose Pointe High School*

NEW YORK

Bronx—*Bronx High School of Science*

OHIO

Columbus—*University High School, Ohio State University*

OKLAHOMA

Ada—*Ada High School*

Oklahoma City—*Capitol Hill Junior High School*

PENNSYLVANIA

Butler—*Butler Senior High School*

VERMONT

Bennington—*Bennington High School*

# Imperative Need Number 7

H. H. RYAN

*Assistant Commissioner of Education and Supervisor of Secondary Education,  
Department of Education, Trenton, New Jersey*

**All youth need opportunities to develop their capacities to  
appreciate beauty in literature, art, music, and nature.**

**THIS**

**OR**

**THIS**



**I**T is evident from the testimony of many schools, that practice in these schools is carefully planned to promote the development of the capacities of the pupils to appreciate beauty in literature, art, music, and nature. In the following pages will be found brief descriptions of some of the steps taken to serve this purpose. It should be noted that, in harmony with the title of this section, no attempt is made to include features of school work which are intended primarily to develop vocational competence in these fields; rather, the selection is limited to those which might be called "consumer" activities, including the avocational.

**A. Students become increasingly aware of their own abilities to respond to beauty in literature, art, music, and nature, and of their own capacities for creative work in these fields.**

Most of the student's school experiences prior to his entrance into the secondary school have been planned less with view to aptitude than to general possibilities. As he enters the secondary level he is more and more encouraged to find human activities from which he as an individual can hope to profit more than he can from others. To this end teachers are alert to evidence of unusually significant response to various experiences. The school offers courses, particularly in art and music, in which the discovery of special aptitudes—to the student as well as to the teacher—is the chief objective. Such a course is comprehensive in scope, as well as in the range of difficulty and complexity of the materials used. Care is taken to have the student see the part that music, for example, can play in making life worth living, and to have him feel that the development

of his possibilities in that direction has a positive value for him in his future life.

These aptitudes, as discovered, are encouraged, by means of opportunity for exhibition of work to classes and other groupings of students, as well as to the public. Besides the familiar school play, operetta, concert, and similar public appearances, there are provisions for home-room programs, assembly programs, and club programs, in which persons other than the most outstanding can have special parts. One-act plays, three or four of which are given in an evening, furnish opportunities for larger numbers of actors than do the full-length plays. Any activity of the school which can be helped along by some form of graphic illustration, affords the art enthusiasts an opportunity to indulge their special preferences.

The Nature Club takes the responsibility for informing the student body as to the outstanding features of the campus and the countryside. A pupil, who has had unusual success in growing potted plants, or in cultivating roses, or in improving the lawn, passes his secrets on to his fellows. A census of the local species of birds and animals, with descriptions of peculiar habits, is used as the basis for an assembly program, an issue of the school paper, or a corridor display.

In short, opportunities are found to encourage these special aptitudes and learnings, both by helping the student find them and by giving him a social motive for exercising them.

**B. Students develop their capacities for growth in these fields.**

At this point are reported those activities of the school which promote the development of the capacities of all members of the student group to appreciate beauty in these four areas.

The schools generally recognize the principle that, of the constituent elements of appreciation, the outcome which will promote habitual recourse to the area is the *enjoyment* of the current sample experience, while the outcome which will improve taste is the *understanding* of the experience. If the student likes the thing he will ask for more; if he analyzes it he will normally find ways in which its various components lead to higher levels.

The school uses the drama as an introduction to full appreciation of literature. Parts of a literary work are dramatized in class; then other parts are read aloud by a group, each character's lines being read by student; next, one student reads a section, speaking for all the characters; and finally each student reads silently. Thus at the outset the dramatization makes the work vivid and real, and gradually the student becomes able to read into it all that dramatization might supply. Choral reading is a frequently used device in the teaching of poetry.

Effort is made to identify characters and situations in a piece of literature with life going on about the student. Comparisons are made with current events and local and prominent persons. Issues are compared to present-day issues, if the time of the story is in the past. Drawings and models are used as illustrations. Motion pictures give the story appeal. Literary passages are translated into colloquial language, and the superiority of the author's version is perceived.

### *Language and Graphic Art*

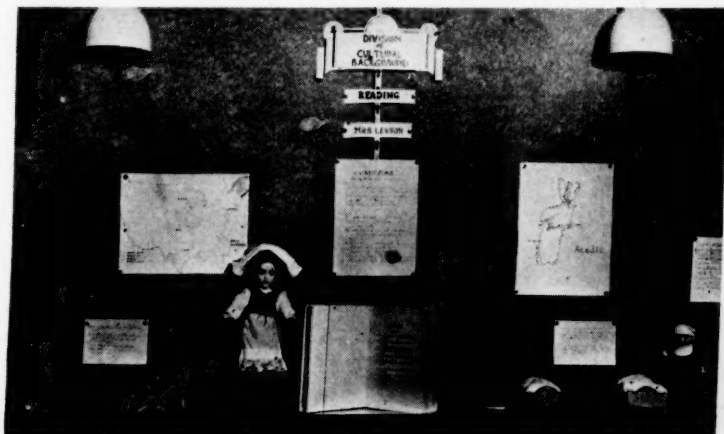
The school paper and school magazine are used as an outlet for student expression through language and graphic art. The local press is encouraged to make use of students' work. A campaign for traffic safety includes posters with illustrated appeals for caution: the newspapers report the campaign and publish some of the posters.

The high-school art students decorate the show windows of the business section with Halloween sketches, at the suggestion of the Chamber of Commerce and on invitation from the proprietors; the public crowds the streets on Halloween to view the display. Fire-prevention posters are prepared by the students and placed in the show windows. There are frequent displays in the cases in the school corridor. Place cards for school and community luncheons and dinners are prepared by the students.

### *Music*

In music, as in all the arts, maximum student participation is sought; it is recognized that true appreciation always involves some degree of participa-

Gaining appreciations in literature and art.



tion, even while the individual is sitting quietly. It is not unusual to find a school of 300 students using half that number in some capacity in the annual operetta. The war gave a decided impetus to assembly singing. Besides the choir and the glee clubs, groups of less outstanding singers are organized. Each home room prepares a choral selection and competes with other home rooms in assembly. The winners in the several grades compete in a public performance.

### *Art*

The art classes, the Photography Club, and the Nature Club co-operate to bring to the attention of the student body the beauties of the surrounding territory. The contours of the hills and the groves of trees, the sunsets, the wild flowers, the landscaped lawns, and the architecture of the homes are portrayed in assembly and in corridor exhibits. Students learn to recognize scenes of artistic value. Hikes, camping trips, and excursions of all sorts bring students closer to nature. A group of boys makes a week's excursion in a power launch under the direction of a teacher. Instruction is given in the use of plants about the home.

The landscaping of the school grounds is an enterprise in which the pupils participate, largely through a committee of the Student Council. A long-term plan is set up for the purpose, in the making of which all students are invited to take part.

Clothing as a medium of expression of taste is a subject of careful study. The subject of "grooming" is given full publicity in the school paper. Corridor posters, assembly programs, and corridor-case exhibits emphasize color and design, and point out principles by which the pupil may criticize his own dress.

In all these areas the schools recognize the principle that taste is not the kind of thing that can be imposed upon the student or presented to him ready-made; that it is rather to be looked upon as a stage in his own growth. There is less tendency to point the finger of scorn at the student's current preferences, and more tendency to accept those preferences as they are as a starting point for a higher level. Jive, cartoons, murder mysteries, washboard weepers, zoot suits, and total disregard of nature's out-of-doors are not laughed out of court. The most palatable of swing music, for example, is admitted to the school assembly on occasion. Popular songs of the moment are analyzed to find the source of their appeal, their limited vocabulary, their weary repetition, and their reliance upon unmistakable rhythm. Students are encouraged to suggest improvements in these songs which might make them more of a challenge to the typical high-school senior. Students search out the transparencies of radio drama plots, and suggest changes which would improve them as literature.

**C. Students find in all subjects of the curriculum appropriate experiences designed to promote appreciation of beauty in literature, art, music, and nature.**

The school which takes seriously the problem of developing appreciation of beauty does not assign the job exclusively to one field of instruction. It plans that the opportunity for this kind of instruction shall be seized wherever it appears.

The course in biology includes discussion of the value of certain shrubs, trees, and flowers in connection with homemaking. Students taking a trip to the city hall or to an industrial plant have their attention directed to the architecture, the landscaping, the interior decorating, and other means which are used to improve appearances. The course in United States history makes use of related literature to enable students to know the emotions of a period as well as the political and military events; the songs of America contribute to an understanding of our story.

### *Geography*

Geography includes a study of the way the country looks to the eye, aside from the appearance of the map. The student learns that every section of the nation has its topographical features of which it is proud and fond, be they plains, low hills, mountains, lakes, rivers, bluffs, or desert. The boy in the shop, making a newspaper rack, learns why the design he uses is more pleasing than some nondescript affair would be.

Fashion illustration develops appreciation of beauty as well as saleable skills.



Music and literature reinforce each other, and each clarifies the other; music classes are invited to the literature classes to help reveal the beauty of a poem; the literature classes return the call to make clear the meaning and the setting of the text of a song. Sketches made by the art classes help in making literature and music live in the hearts of the students. Pictures of the *Evangeline* country, and a pictorial analysis of *How Green Was My Valley* add to the charm of reading.

#### *Foreign Language*

In reading the literature of a foreign language the student has the same sort of help from the arts that the students of the courses in English get in their study of literature. Art and music animate the tale and the description. French, German, and Spanish literature are characteristically replete with references to the beauties of nature; in the study of these works time is taken to appreciate the scenes described and their relation to the theme.

The school is committed to the practice of teaching students to appreciate beauty when and where the opportunity arises. Whatever the setting, the aesthetic elements are regarded as co-ordinate in importance with all of the others.

#### **D. Students' growth in appreciation of beauty is promoted by plant and equipment adequate for the purpose.**

The school's determination to help students develop their capacities to appreciate beauty in literature, art, music, and nature is shown in the equipment provided for the purpose. There is the spacious, well-lighted art room, with appropriate tables and easels, bulletin boards, sink, lavatory, and storeroom. Projectors are available for slides, filmstrips, opaque materials, and motion pictures. The school owns a supply of reproductions of works of art, some for projection, some for the bulletin boards. There is a potter's wheel, and general equipment for ceramics, silk-screen work, art-metal work, block printing, carving, modeling, casting, weaving, leather work, airbrush work, and work in any other medium to be used.

The music room is large, with acoustically treated walls and ceiling. The piano, phonograph, and radio are instruments of fine tone. The furniture is movable. There is storage space for music, instruments, music racks, etc. There are a number of cubicles for individual instruction and practice. The school owns some phonograph records, and borrows or rents others as needed.

The library is the most cheerful room in the school; it is large enough to accommodate its maximum patronage with comfort. Its supply of books, pamphlets, periodicals, and newspapers is adequate, with ample yearly additions. It covers the whole range of legitimate adolescent interests. Its bulletin boards publicize what it has to offer in the field of free reading.

The school building is, in its architecture and appointments, an influence toward appreciation of beauty. On its walls are pictures and other hangings of



good taste. Its corridors have exhibit cases, bulletin boards, and space for murals. The school grounds are attractively landscaped. The auditorium has a large stage, with equipment for dramatic productions. It has a projection booth with projection equipment. The acoustical properties of the auditorium are also excellent.

The building lives up to its responsibilities as the setting in which the teaching force labors to cultivate appreciation of beauty. The influence of the building itself is a help to this effort, not a handicap.

**E. Students are aided in the development of their appreciation of beauty by the organization of the program.** In planning for the development of the appreciation of beauty, the items which come first to the mind of the planner are the building and equipment, the teaching personnel, and the course of study. In order, however, that these may function properly the program of the school must be organized in such a way as to permit the student to take advantage of these facilities.

It is obvious that the school, in enabling the student to serve himself in this way, accords to such subjects as art and music the status of diploma credit. Students who show unusual promise in these fields are permitted to earn as much as one fourth of their diploma credits there. Other students are permitted varying fractions of their total credits, from these areas, under guidance. For the benefit of those college-bound students whose circumstances greatly restrict their opportunities for choice, courses of one or two periods per week in art and music are set up. Thus the school's curriculum organization and daily schedule permit each student to indulge his yearnings for these experiences in the development of his appreciation of beauty in so far as he is not prevented by other pressures.

Gaining an appreciation of literature through drama.



*Choice of Materials Governed by Student Reaction*

In all these fields, and in literature in particular, the school is guided in its choice of materials by student reaction to those materials. Since appreciation which does not involve enjoyment is sterile, the school makes sure that the student reaction includes genuine enjoyment. This enjoyment is only partially dependent upon degree of difficulty; hence the school does not avoid difficult materials *per se*. The degree of difficulty is adjusted to the student's ability, rather than to his whims. The school aims here to equip the student with a genuine desire for more, as well as with all possible competence in the area.

The schedule is organized to permit field trips of the kind which will promote the appreciation of nature. These excursions are the means to first-hand contact with the subject. They are recognized by the board of education as standard school activities, with teacher responsibility the same as in classroom activities. Besides field trips which are an extension of classwork, there are trips taken by the Nature Club; some of these latter are days and weeks in length, many during vacations. The district maintains a camp to which groups of students go in the summer for camping experience of two weeks or more; teachers and other employees of the board of education are in charge and furnish instruction.

*Extracurricular Activities*

Classroom instruction in these areas is supplemented during the school year by extracurricular activities which provide opportunity for full indulgence of enthusiasm. In addition to the Nature Club and similar organizations mentioned above, there are the Art Club, the Landscaping Club which advises with the authorities about the school plot, the Decorators' Club, the Author's Club, and many others whose business is the application of their knowledge of these fields to everyday problems.

The school is alert to opportunities in the school and community for the use of students' abilities in the promotion of various enterprises. Stage settings and scenery, advertising posters, decorations for parties, designs for school pins, home-room decorations, Christmas cards, and campaign posters are but a few of the long list of activities. Most of these are highly motivated and so are energetically carried out by students.

*Exhibits*

Mention has been previously made of room and corridor exhibits. The school recognizes the possibilities of these for passing on to the whole student body the fruits of the work of a minority, for vivifying instruction in all fields, and for motivating the efforts of those whose products are exhibited. Systematic plans are therefore made for these exhibits, and as many students as possible take part in them.

*Extending the Walls of the School*

The community and surrounding territory afford opportunities for experience in these fields. In metropolitan areas, for example, there are opera, concerts, libraries, museums, art exhibits, plays, public readings, outdoor opportunities of all sorts, and a long list of things to supplement and strengthen what the school teaches. The school takes pains to see that the students know about these opportunities. A periodic bulletin lists the places and events, annotating the list as a guide to choice. The school borrows and rents exhibits of works of art and sets them up in the building. Artists are secured for school performances in the field of literature, art, and music, and nature experts appear in assembly programs and before smaller groups. Thus the school extends its walls and embraces opportunities beyond the regular fare.

**F. The school evaluates the growth of the capacity of its students to appreciate beauty in literature, art, music and nature.**

and the improvement in taste. It is not necessary to dwell at length upon the current emotional response of secondary-school students to things of beauty. The teachers are sensitive to student response; they observe carefully and record the evidences of emotional response—attention, applause, spoken appraisal, and spontaneous and solicited written evaluation.

Schools have had much practice in testing understanding. Here the school makes use of oral and written answers to carefully worded questions. It poses problems whose solution requires an understanding of the elements of beauty. It asks the student to com-

In the desire to know how successful are its efforts to promote the appreciation of beauty, the school takes steps to find out. In the main, the question is as to three kinds of outcomes: the current emotional response, the understandings, and the improvement in taste. It is not necessary to dwell at length upon the current emotional response of secondary-school students to things of beauty.

**Students turn Shakespearian with THE TEMPEST.**



pare two sketches, to point out a weakness in a short story, to identify the meter of a poem, to sound a minor third above G-natural.

It is the third outcome which is the most difficult to measure. Reliable evidence about taste is found in behavior rather than in what is said in answer to questions. The school is therefore forced to obtain as best it can certain objective information:

1. To what kinds of radio music programs does the student listen of his own accord?
2. What musical events has he attended recently on his own initiative?
3. How much and what does he read when he can do as he pleases?
4. How many and what books of literary quality are taken out of the library monthly by the students?
5. What is the demand from the students for books of literary quality at the community library?
6. What changes are there in the grooming of the students?
7. How many students a month visit the art museum on their own initiative?
8. What pictures are on the walls of the students' rooms?
9. How many students have sought advice at school on plans for beautifying their homes?
10. How many students report voluntary excursions to camps, farms, and similar reception rooms of Mother Nature?

Such information, derived from the testimony of students and that of their parents, is obtained once a year. Care is taken that both student and parent understand the purpose of the inquiry. By comparing this year's tabulation of such information about the senior class, for example, with the tabulation made for the same group of persons a year ago, the school learns something about changes in the tastes of its students.

Thus does the American high school strive to meet this aesthetic need of its students. In its strivings it finds itself sometimes helped by other forces in the community, and sometimes hindered; thus it has difficulty in knowing its own responsibility for results, and, in fact, in knowing the success or failure of its own methods. It is evident, however, that these uncertainties do not discourage the schools.

\* \* \* \* \*

Following is the list of schools whose official statements have contributed to the foregoing summary, or whose practices have come to the attention of the writer in other ways.

ARIZONA

Phoenix—*Union High Schools*

CONNECTICUT

Norwich—*Norwich Free Academy*

## DELAWARE

Wilmington—*Alexis I. DuPont High School*

## FLORIDA

Orlando—*Orlando Senior High School*

## GEORGIA

Thomasville—*Thomasville High School*

## INDIANA

Indianapolis—*Arsenal Technical Schools*

*Emmerich Manual Training High School*

*Shortridge High School*

## IOWA

Cedar Rapids—*Franklin High School*

Council Bluffs—*Abraham Lincoln High School*

Des Moines—*Des Moines Secondary Schools*

## KANSAS

Merriam—*Shawnee-Mission High School*

## KENTUCKY

Covington—*Holmes High School*

*La Salette Academy*

*Notre Dame Academy*

## MARYLAND

Baltimore—*Clara Barton Vocational High School*

*Eastern High School*

## MINNESOTA

St. Cloud—*Technical High School*

## NEBRASKA

Grand Island—*Grand Island Senior High School*

Omaha—*Benson High School*

*Omaha Technical High School*

## NEW HAMPSHIRE

Berlin—*Berlin High School*

## NEW JERSEY

East Orange—*East Orange*

Newark—*Weequahic High School*

Maplewood—*Columbia High School*

Rahway—*Rahway High School*

## NEW YORK

Floral Park—*Sewanhaka High School*

New York—*Grover Cleveland High School*

## OHIO

Ashland—*Ashland High School*

Cincinnati—*Western Hills High School*

Columbus—*University High School, Ohio State University*

Oberlin—*Oberlin High School*

Shaker Heights—*Shaker Heights High School*

University City—*University City High School*

## OKLAHOMA

Chilocco—*Chilocco Indian Agricultural School*Oklahoma City—*Taft Junior High School*

## PENNSYLVANIA

Butler—*Butler Senior High School*Philadelphia—*Central High School*Slippery Rock—*Campus Junior-Senior High School, State Teachers College*

## SOUTH CAROLINA

Greenwood—*Greenwood High School*

## SOUTH DAKOTA

Aberdeen—*Central High School*

## TENNESSEE

Chattanooga—*Central High School*

## VIRGINIA

Newport News—*Newport News High School*

## WASHINGTON

Olympia—*Olympia High School*

## WISCONSIN

Milwaukee—*Milwaukee Vocational School*Shorewood—*Shorewood High School*

## WYOMING

Cheyenne—*Cheyenne Junior High School*

## Imperative Need Number 8

H. H. RYAN

*Assistant Commissioner of Education and Supervisor of Secondary Education,  
Department of Education, Trenton, New Jersey*

**All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.**



**M**UCH of what has been reported in the discussion of *Imperative Need Number 7* is equally appropriate here. The individual whose capacities for the enjoyment of beauty have been adequately developed has found a solution for a large part of his problem of leisure. It will not be necessary, therefore, to do more than refer briefly to certain leisure-time pursuits of this kind which would be given more space if we were beginning here *de novo* to discuss the subject.

**A. Students explore a wide range of leisure-time pursuits, and their own potential interest in and aptitude for those pursuits.**

The school encourages the fullest possible participation in a broad program of leisure-time activities. Many of these, especially in the fields discussed under *Need Number 7*, come in for systematic instruction in the curriculum; many others are features of the extracurricular program. Provision is made for social events: school, class, home room, and club parties, for example. Student responsibility for the conduct of these affairs is exploited to the fullest.

A large fraction of the school clubs are of the hobby type. Examples are: Airplane, Aquaria, Camera, Chess, Dance, Hike and Bike, Metal Craft, Sketching, Costume Design, Forum, Warp and Woof, Naturalists, Fly Tying, Electronics, Trailers, Bridge, Petite USO, and Projection. A comprehensive list of those reported by all schools would run into the hun-



dreds. While membership in a club should come by the student's own desire, the school regards the student who has no club membership as one in need of guidance and undertakes to help him find his interests.

#### *School Government and Student Enterprises*

Since for most of us the activities of a citizen take place during leisure, the opportunities which the student has for participating in school government and in the promotion of student enterprises have a bearing here. Besides the familiar Student Council, Publications Staff, the officers of various school groups, and the captaincies of teams, there are committees set up for various purposes; for example: Red Cross Council, Projection Crew, Personal Relations, Study Hall, Corridors, Traffic, School Interior, Auditorium, Lost and Found, Office Assistants, and Youth Center. Here, again, to attempt to list all such special student responsibilities would be useless. In the discharge of such duties the students have direction and advice from teachers as needed, but the principle which governs is that the student learns by what he himself does.

#### *Athletic Program*

The contributions of the athletic program to this aim are mainly in two directions. There are some sports in which the individual can hope to participate actively throughout most of his life: golf, swimming, hiking, bowling, table tennis, and the like. There are others in which one very soon finds himself relegated to the role of spectator: football, baseball, basketball, track, etc. That the student should develop an enduring interest in some of each kind seems logical. The school, therefore, plans its sports program to give each student experience, direct or vicarious, in many of each kind. Besides the interscholastic program there is a wealth of intramural competitions, in the spectator sports as well as in the postschool participation type. Softball tournaments between home rooms are an illustration; field meets, including a variety of running, jumping, and throwing events, are held, with one half of the school competing against the other—the Purples vs. the Golds. "Sports Night" in a very large school is really a three-evening affair, with the usual events and some unusual ones like roller skating, ballet dancing, stage marching, pageantry, and the like.

#### *Radio, Television, the Stage, the Motion Picture*

The radio, television, the stage, and the motion picture command a great deal of the time of the typical American. The school undertakes to help students get the maximum enjoyment and benefit from these forms of entertainment, and to help students improve their own taste in the selection of programs from the abundance which we have. Some home-room sessions are devoted to the analysis of radio programs or movies, for the purpose

of finding the elements conducive to enjoyment and profit, and to promote discrimination. School and minor-group plays—full-length and one-act,—skits, dramatization of history and literature, and all sorts of dialogues illustrate the anatomy of the theatre. Stagecraft Clubs make scenery and properties. The assembly Radio Forum parallels the broadcast forum. The Sound Effects Club enlivens assembly skits. The Cinema Club prepares for the school critiques of coming pictures. In these and similar ways the school tries to make commercial entertainment a source of enduring and increasingly profitable enjoyment of leisure.

### *Reading*

Reading as a leisure occupation suffers greatly from competition with other means of getting information and entertainment; the radio, the movie, television, and the pictorial magazines have the advantage of requiring a minimum of effort on the part of the seeker after amusement. Since one effect of the gravitation toward these less active sources is a reduction in what would be a normal amount of practice in reading on the part of young people, a large number of students must have clinical treatment of their reading skills. The school, therefore, maintains remedial reading classes, and so endeavors to bring the student's reading ability to the point where it will afford him a speedy and enjoyable means of getting ideas. The school library wages an aggressive campaign to promote circulation. The classes in all fields, especially in English, beguile the high-school student into recourse to reading.

The Arts and Crafts Club yields satisfaction to its members.



So is the student exposed to the long list of human activities in which one can indulge when his time is his own. And so is he guided into high-level preferences, and taught to make the most of them.

**B. Students learn the importance of the optimum use of leisure time.**

The classes in health bring out the beneficial effects of exercise and recreation upon physical and mental health. The classes in the social studies show the steady increase in the length of the leisure periods in the lives of the majority of the population, and the relation of the misuse of leisure to crime. In the study of literature the outcomes of the leisure occupations of the several characters are pointed out.

In the home-room programs the advantages of planning one's leisure are discussed. The student learns that impromptu choice of something to do is characteristic of infancy and early childhood rather than of maturity, and is encouraged and helped in his own efforts to plan ahead.

In the classes in literature, music, and art the student is made conscious of his own possibilities in the improvement of taste. He is led to recall some of his own childish preferences and to note the growth in his own tastes since those days. He is taught that a continued rise in the level of his choice of leisure-time pursuits will increase the enjoyment and profit from this part of his life.

The student learns from his experiences in such fields as health, science, social studies, and the extracurricular recreations the value of an occasional escape from the brick walls, stagnant air, and eternal hurry of community life. He is encouraged to get out when he can into the open country, the forest, the camp, and the shore area. He is taught to do for himself without many of the myriad devices of modern city life. The Scout troop takes him back to reliance upon primitive means for subsistence and comfort. The summer camp renders a similar service. In these ways the school brings the students to the conviction that leisure time is not just time to be passed; that it is rather time to be used.

**C. Students develop skills and other forms of ability in leisure-time occupations, to a degree which promotes enjoyment and profit.**

It is a rare human being who enjoys an occupation in which he is always outdone. One's ego demands that he find some situations in the day or week or month in which his performance is creditable by comparison with the performances of his associates. The school, therefore, tries to help each student develop skills in one or more leisure-time pursuits which will give him a sense of achievement and admirability.

To this end the school includes in its program as comprehensive a range of leisure activities as it can, on the theory that each added activity increases the

chances of the student's finding his *forte*. Handball, badminton, and squash have skills in common, but each is distinctive enough to favor its own type of physique and muscular co-ordination. Radio acting, involving largely things audible, is open to some who would prosper less on the school stage. The basketball team is in most schools not made up of members of the football team. The outstanding member of a forum panel is often a member of no athletic team. The tenor lead in the operetta may find there his only opportunity for prominence in his school world.

In spite of this natural dispersion of the students through the various leading roles, the school finds it necessary to place arbitrary limits upon the extent of one individual's participation in activities. This is to some extent to prevent one student's devoting too much of his time and energy to things outside the classroom, but largely for the purpose of distributing opportunities for leadership to as large a number as possible.

Within the framework described in the above paragraphs, the school urges each student to become proficient enough in one or more leisure-time pursuits to insure himself the pleasure of an enjoyable thing well done. Competent instruction is provided, and sufficient time for learning and practice.

#### *Etiquette*

As an illustration of the instruction in etiquette that the school gives to supplement that given by the home, there is the coaching on manners for the Prom. Since the Prom is perforce not a home activity, most students have no occasion to receive instruction at home in the conventions appropriate to that kind of social affair. Matters relating to dress, invitations, the receiving line, the official host and hostess are dealt with in assembly, in home room, in the classes in family life, and in special conferences. Dancing lessons are given at the noon hour for those who need them and ask for them.

In Section A, above, the kind and range of activities employed by the school for this purpose was indicated. It is not necessary at this point to repeat the list. The school makes a serious business of this service, and makes sure that it affords the students the opportunity for some degree of expertness in a few kinds of these activities.

**D. Students develop a respect for the ideal of safety, and learn methods of promoting safety in leisure-time pursuits—in the home, on the street, on the highway, on court and field, and in forest and open country.**

Students entering the secondary school are usually well trained in pedestrian habits. They respect the possibilities of trouble which may follow carelessness on the street. Adolescence, however, with its physical growth and other stimulants of assurance, brings a degree of fine contempt for the cautious habits and attitudes of childhood. To offset this, the secondary school continues the instruction in

safety, and uses new forms of approach in the effort to insure an appeal to the adolescent.

It is probable that the most effective device employed by the school for the purpose is the safety campaign. Shortly before the close of school in June, for example, a campaign for pedestrian safety is started. The closing of the schools will set large numbers of young people at liberty to be upon the street; hence the topic is timely. Statistics of motor accidents are analyzed to show causes, especially the part played in these accidents by the pedestrians. Posters are prepared by students to publicize and make vivid these important facts. The school press does its part. At assembly and in home-room sessions there are dramatized incidents bearing upon the subject. Parents and other interested persons are invited to hear and see these features. The local newspapers report the campaign and publish some of the plays and posters.

#### *Safety Education*

There is a course in safe driving for students who are approaching the legal minimum age for drivers' licenses. This course includes, along with instruction in means to safe driving, actual driving experience in a dual-control car with a qualified instructor. The school co-operates with the state Motor Vehicle Department in the preparation and conduct of the course, and profits by the experience and perspective of that agency.

Those students who look forward to piloting airplanes are enrolled in a course in aeronautics in which, besides instruction in the details of aircraft machinery and the science of aviation, includes some four hours of flight experience. The purpose of the latter is not to teach the student to fly, but rather to provide him with a laboratory-type demonstration of the facts which have been taught him. Safety is emphasized throughout.

Actual safety methods are of course taught in connection with each activity itself. The use of tools in the shop, the handling of gas and electric ranges in the home economics classes, the study of electric wiring and machinery in science, the use of chemicals in science and home economics, and the discussion of infections in the health classes are instances of the coupling of new learnings with the precautions which must attend them.

In these and similar ways the school attacks the problem of persuading the student that he should take pains to be safe, and showing him how to do so.

**E. The school offers the student instruction and practice in the active duties of citizenship which are normally discharged in leisure time.**

In Section A examples have been given of the kind of activity which the school uses for instruction and practice in dynamic citizenship. With regard to those we need only note that the school recognizes two facts: these duties of the citizen are highly important; and they often go by default be-

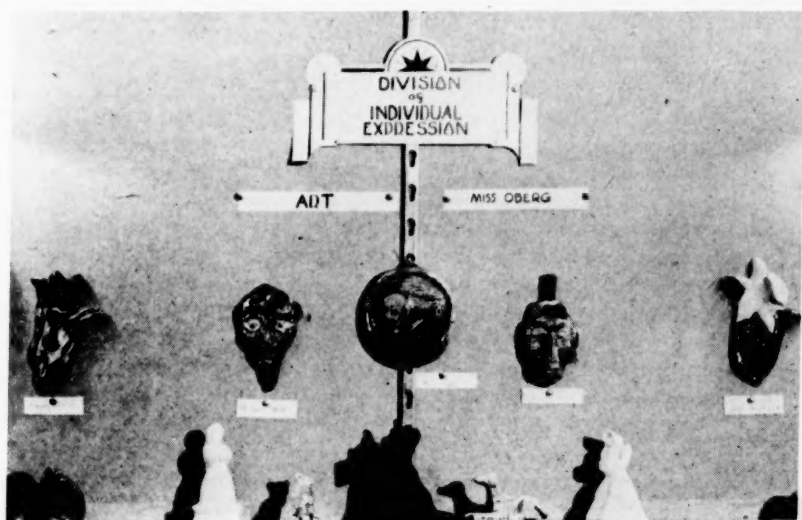
cause they are normally to be discharged in leisure time. Our lamentably low voting record as a nation prompts the school to impress the student with the importance of making the effort to exercise the rights of democracy throughout his life.

Local and national elections are noted by the school, which carries on within its walls a political campaign and an election along the lines of the adult institutions. The men and the issues are discussed and clarified, and the outcome of the balloting is often disconcerting to the political leaders of the community.

Groups of students take part in local cleanup campaigns, movements to beautify streets and parks, modification of street lighting to reduce accidents, and Community Fund campaigns. Students attend city council meetings at which important issues or problems are considered. There are excursions to the state capitol to witness a session of the legislature. Representatives of the Student Council attend the state conference of Student Councils, and report back to their constituents the events and discussions of the conference.

Representatives of the student body attend and take part in the "Model Legislature" conducted at the state university under the auspices of the YMCA. The "Boy-Legislator's Creed" is studied analytically. The delegates

Art yields socially useful satisfactions to the individual.



elect a Governor, President of the Senate, Speaker of the House, Clerk, and Chaplain. Bills are introduced, issues are debated, and votes are taken.

It is obvious that the school, in promoting dynamic citizenship, does not limit itself to the school premises. It encourages its students to take part wherever possible in community affairs, to share in the issues which call for discussion and decision, and so make of themselves actual members of the body politic.

**F. The plant and equipment of the school promote effective instruction in the use of leisure time.**

Certain parts of the program in training in leisure pursuits call for space and equipment, some of which would not be necessary for classroom instruction alone. The Student Council, the school publications, and the dramatic organizations are provided with rooms adapted to their purposes. The Council room has its conference table and its files. The publications room has its desks, files, and typewriters. The dramatics room has its stage and two dressing rooms. The stage of the auditorium is equipped for stage settings, and has a number of dressing rooms and a costume storage room.

The music room is large, with accoustically treated walls and ceiling. The piano, phonograph, and radio are instruments of fine tone. The furniture is movable. There is storage space for music, instruments, music racks, etc. There are a number of cubicles for individual instruction and practice. The school owns some phonograph records, and borrows or rents others as needed.

The library is large and cheerful. Its bulletin boards publicize its wide range of offerings to the student who is interested in free reading.

Certain of the classrooms are quickly adaptable to use for games like chess, checkers, and bridge. The gymnasiums and playgrounds make provision for the playing of all sorts of games which interest the adolescent. A student can start a game of handball as easily as he can find a game of softball in which to take a hand. There are tables for ping-pong, with balls and paddles. Arrangements are made with local golf courses for students to be admitted to playing privileges on certain days at low cost. In these and other fields of sport the student can find opportunities for participation.

The school maintains a camp at a nearby lake, to which students may go in groups during vacations, under the direction of teachers and other employees of the board of education. The camp is maintained at the expense of the board, and subsistence costs to the student are very low.

The school's projectors are used in various ways to heighten the pleasure of the leisure program, and to show the range of possibilities. Plans for cross-country motoring, for example, are perfected with the aid of movies and



stills showing scenes from the regions under consideration. The attractions of the countryside in the home state are made vivid by pictures. In countless ways the projectors help along the leisure-time activities.

The tremendous variety of leisure activities with which the school seeks to acquaint its students makes it imperative that new buildings be constructed with such things in view; and that old buildings be adapted to the purposes. Equipment for these activities has a legitimate place in the budget. The modern high school does not leave such matters in the laps of the gods.

**G. The program of the school is organized in such a way as to give training for the use of leisure. In planning its program it provides as carefully for this side of its work as it does for any other. The daily schedule gives time for the leisure program. In the selection of teachers the competence of the applicants in leisure pursuits is taken in consideration. Teacher time is made available for the purpose, in whatever part of the day or week or year it is needed.**

for assignment to use. How can he use this time? What are the facts about his use of the time? Is the proper use of this time any business of the country as a whole? These and other questions of the sort are raised by the alert teacher as quickly as questions of economics and politics.

In order that students may avail themselves of opportunities outside the school for profitable use of leisure, a student committee uses the bulletin boards and the publications to advertise movies, plays, concerts, games, outings, and other promising events. In many ways the school arranges its program to provide a favorable climate for the development of its students' abilities to make good use of their "free" time.

So goes the account of the efforts of the modern secondary school to equip its students to employ their leisure well. Perhaps the school feels less confidence in this part of its duties, since it has not the benefit of traditions in leisure as it has of traditions in Latin. Such mistakes as it makes in this venture cannot be defended on the ground that "we follow the established practice." In this field the school is pioneering; it should have the reverence which we accord the pioneer, even if it cannot have at this point the deference demanded by the "old families."

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The descriptions used in this report have been gleaned from statements from the following schools, or, in some cases, from information about the schools obtained in other ways.

## CONNECTICUT

Manchester—*Manchester High School*  
Meriden—*Meriden High School*

## ILLINOIS

Winnetka—*New Trier Township High School*

## INDIANA

Indianapolis—*Emmerich Manual Training High School*  
*Thomas Carr Howe High School*  
Richmond—*Richmond High School*

## IOWA

Council Bluffs—*Abraham Lincoln High School*

## KANSAS

Merriam—*Shawnee-Mission High School*

## MARYLAND

Baltimore—*Clara Barton Vocational High School*  
*Southern High School*

## MASSACHUSETTS

Fall River—*Durfee High School*  
Newtonville—*Newton High School*

## NEBRASKA

Omaha—*South High School*

## NEW JERSEY

Bloomfield—*Bloomfield High School*  
Trenton—*Trenton High School*

## NORTH CAROLINA

Winston-Salem—*Gray High School*

## OHIO

Columbus—*University High School, Ohio State University*  
Lakewood—*Lakewood High School*  
Shaker Heights—*Shaker Heights Junior High School*

## OKLAHOMA

Chillico—*Chillico Indian Agricultural School*  
Oklahoma City—*Taft Junior High School*

## VERMONT

Springfield—*Springfield High School*

## VIRGINIA

Newport News—*Newport News High School*

## WASHINGTON

Olympia—*Olympia High School*  
Snohomish—*Snohomish High School*

## WISCONSIN

Shorewood—*Shorewood High School*

## Imperative Need Number 9

GRANT RAHN

*Director of High Schools, Long Beach, California*

**All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.**

THIS

OR

THIS



**S**CHOOLS reporting practices designed to implement *Imperative Need Number 9* quite commonly reflect underlying concern for greater effectiveness. This concern probably derives its force from the current realization of our interdependence. This realization in turn proceeds from recognition that the best interests of individuals, of nations, and of the world require dedication to the common welfare.

Only as the individual serves group purposes, will he find highest self-realization. Learning the implications of this truth affects the behavior of students in at least six different ways. These may be termed generalizations. Each of these generalizations as to behavior finds illustration in every area of school influence. But rather than draw illustrations for each of the six generalizations from various areas of school influence, the generalizations in order of treatment will be illustrated respectively by one area of school influence: the school atmosphere created by faculty behavior and faculty organization for unified effort; classroom work; the activity program; cooperation with the home; interaction with the community; and over-all human relationships. It should be borne in mind, nevertheless, that each generalization as to behavior finds equally good illustration in the other areas of school influence.

**A. Pupils learn to evaluate all points of view from the standpoint of the common good.**

*Learning by example* to evaluate for the common good all points of view on a problem takes place in a school atmosphere where teacher behavior and faculty organization reflect concern for the common good of the school and for the total welfare of

the individual pupil; for growth in this democratic ability of co-operative evaluation involves attitudes which are as much "*caught*" from teachers as "*taught*" by them.

In schools that reflect this atmosphere, it is evident that the principal finds satisfaction not in imposing his will or his ideas on teachers; and the teachers, in turn, on unwilling pupils. Instead they strive to discover together the common concerns of individual and group. Thus joint consideration, evaluation, and group decision characterize the procedure.

Because the group makes the decision, it becomes responsible for consequences. Thus, the principal and in turn the teachers are stimulators and guides to considered thinking and acting, not dictators. The guide holds himself as a responsible member of the group, not above it. Such an environment provides effective adult example for the development of evaluative, socially responsible young people.

#### *Group Decisions*

The process of arriving at group decision takes time, as democratically-operated schools recurrently admit, but the resulting growth in teacher ability co-operatively to solve problems usually has more importance than any one solution. Moreover, as growth in ability to handle group problems takes place, time required decreases. Equally significant outcomes are development of the ability to consider ideas on their merits, irrespective of source, and to respect the viewpoints of one another and the contributions of each. To such qualities in teachers, pupils gratifyingly respond.

Yet it should be remembered that development of an atmosphere where participation and shared decision characterize a school requires not only time, but patience, alertness to problem areas, self-criticism, and sustained evaluation. However, every principal and teacher—and eventually the student—achieve these qualities to the extent that they really believe in democracy and in the school as an instrument for the highest type of citizenship.

But these qualities in a faculty do not appear as the result of some sort of spontaneous combustion. They come about through planned organization for the purpose. Now reports from schools do reveal such purposeful organization for stimulating co-operative endeavor. Some groups involve the entire school faculty; others are representative or include only those directly interested in a problem. Some are permanently continuing; others form to deal with a specific problem, then disband.

#### *Faculty Development*

Recognizing student participation and shared decisions as essential for the development of democratic citizenship, one faculty concluded that they themselves needed to learn more about the techniques of co-operative thinking and action. Accordingly, in faculty meetings they undertook, through

panels, consideration of the principles underlying group discussion as set forth in several books.<sup>1</sup> Subsequently, they applied these principles to the solution of several intra-faculty problems on which differences of opinion were known to exist; for example, areas in which there was need for uniform procedure. A third outcome was the election of a *program committee* to work with the principal in planning faculty meetings that dealt with problems most meaningful to teachers themselves.

Illustrative of committees that evolve to deal with problems through representation of various points of view or with problems of concern to a limited number are these: a *Principal's Advisory Committee* consisting of elected representatives from each department meets monthly to discuss with him such problems of administration as he or they feel need improved solutions; the teachers of a grade variously constitute themselves into a *clinic* every other week to devise among themselves a common plan for unified and more effective dealing with the development problems of some student; teachers of a *department* meet monthly to evolve or revise plans better to satisfy the needs of their students and to articulate with one another; the *interdepartmental health committee* described under *Imperative Need Number 2* exemplifies how teachers in various departments evolve a school program on some common learnings to which each makes some contribution; and the principal may call together the chairmen of various departmental *textbook committees* to decide upon an equitable textbook budget allocation.

From study of the various organizations of schools contributing to this synthesis, certain principles of democratic operation emerge as basic for the creation of an atmosphere in which pupils learn from example:

1. A faculty finds most effective for co-operative effort such organization as grows out of large or small group needs.
2. No problem is tabooed by any group that wants to discuss it; for full and frank discussion brings to light those values which are for the common welfare.
3. The principal arranges for direct contact between individuals or groups where tensions or problems are developing, to talk through their differences.
4. Mimeographed copies of the summary of all group meetings are available to everyone interested, not only in order that the problem may be re-opened if desired, but also to serve as a guide for the further development of policy or practice.
5. Election of new members to a committee takes place annually, with some remaining for continuity.

<sup>1</sup>National Education Association, Department of Supervisors and Directors of Instruction. *Teachers and Co-operation*. Washington, D. C.: the Association. 1937. 83 pp.  
Prall, Charles E., and Cushman, C. Leslie. *Teacher Education in Service*. Prepared for the Commission on Teacher Education. Washington, D. C.: American Council on Education. 1944. 503 pp.

**B. Students co-operatively plan and work together to achieve group decision.**

This principle finds wide illustration among reporting schools in the area of student activities; less in the field of classroom work. To explore the latter may, accordingly, prove more worth while.

Schools which seemingly have made most progress with co-operative effort in class work use the problem approach in learning. Together teacher and pupils select for study such problems as are most meaningful to them.

Such problems grow out of daily living at school or in out-of-school life. They have their source in concrete experience, either real or provided through audio-visual aids. Without such experience they culminate in verbalism without real meaning.

Depending on the developmental level of pupils, problems based on reality are such as these: How may we make our room more attractive? How may I get along better with my friends? How may traffic conditions be made safer? How may we conserve the fertility of our soil? How may health services and environment be improved? How may we have better housing? How may we increase the milk yield of our dairy farms? How may we beautify our garden, our neighborhood? How can we make recreational facilities more available in our city? How may I improve my personal appearance? How may we become more discriminating in movie appreciation?

Such problems cut across subject matter lines, but in doing so subject matter achieves real importance to the individual and group, for it is essential to a solution that has meaning. Such use of subject matter gives power over principles and in methods of study.

*Attacking the Problem*

Attack upon these problems involves the use of varied reading materials (texts, reference books, periodicals, other library resources) to get different points of view or to consider the same point of view expressed in another way; the making of trips to get firsthand information or to perceive unnoticed relationships; the formation of committees to investigate through interviews aspects of the problem; the preparation of a chart or of a demonstration to give meaning to some principle; looking and listening under directed attention.

*Discussion*

Having engaged in purposeful activities on a problem of concern to them, pupils have much to discuss. Their purpose is the sharing of experiences, and through evaluation to come to common agreement, to find the best answer implied in the evidence. Even in controversial issues, arguing is discouraged, for that involves playing up one side and playing down the other. Instead, the effort is through the resolution of issues to find what is sound or what is for the common good.

*Individual and Group Action*

Several schools encourage students wherever possible to bring individual and group action into line with the results of study. To this encouragement students respond; for idealistic youth is quick to detect and resent sham and to "want to do something about it." For example, following a study of intercultural relations as manifested in everyday behavior, students put forth effort to treat fellow students of other groups with the respect due peers. Less cliquishness revealed itself in the free choice of seats in the library; pupils gave evidence of electing candidate on individual merits; Girl Reserves arranged a series of exchange meetings with a similar group of negro girls in another school. After considering the effect of poor lighting on vision, students requested the principal to increase the wattage of bulbs bordering the interior wall. Study of recreational facilities in neighboring communities culminated in a successful approach to the village council for improvement of local recreation. For some time after the study of diet needed by growing youth, pupils had the practice at unexpected intervals of showing the extent to which the lunch selected by each that day squared with

**Learning about other nations.**



the approved criteria. Where improved insight has the purpose of improved behavior, education is dynamic.

### *Planning the Program*

Schools which undertake such problems and such procedures find greater satisfaction in adventuring with pupils into problems of life significance than in the security of preconceived subject matter assigned in the hope that sometime, somehow it will have life significance. These schools give evidence of deep concern for the development of citizens equipped to make democracy work better in the future than in the past.

Of course, without such wide departure from the traditional, schools have made progress in co-operative thinking, evaluation, decision. Some have done so by striving to make traditional subjects more functional; others through breaking down the barriers between compartmentalized subjects to get at problems more challenging to group effort. Some have moved directly into the core area of general education to attack problems that involve the common learnings essential for democratic living; still others are working into the core program by having a school within a school. But descriptions of practice would indicate that the most promising are the more adventuresome.

One school,<sup>2</sup> after much interaction, embarked directly upon a core program involving "Orientation" for freshmen, "Living Things" for sophomores, "American Culture" for juniors, and "American Problems" for seniors. Two teachers, one an English, work with a large section over a two-hour period in one or two classrooms as need requires. The core class constitutes half of a pupil load. The idea basic to the four-year core is: since prejudice greatly hinders effective operation of democracy, "students should know the effect of prejudices upon their ability to consider problems, to live together, and to get along with each other." Agreed-upon democratic values constitute the frame of reference for the validity of thought and action.

Freshmen begin with a study of school and community history, traditions, customs, beliefs. They take a pre-test on attitudes toward minority groups, discuss and inventory supposed reasons for their various attitudes, study how prejudice uses propaganda to perpetuate itself, discover the need for more information to determine the validity of class beliefs, select by small interest groups special areas for investigation, re-examine their own beliefs as to validity in the light of the new information and of democratic ideals, come to such social conclusions as "One cannot judge a whole group by a few members in it," agree upon what they can do to improve conditions (for

<sup>2</sup>Williams, Esther. "Facts and Democratic Values Reduce Racial Prejudices." *Social Education*. Vol. X, No. 4, April, 1946. Pp. 154-156.

Faculty, The *General Education in Oakwood Township High School*. Muncie, Illinois: J. A. Mason, Principal. 9 pp. A mimeographed bulletin.

example, clearing up misconception of others as to the negro or refraining from name-calling) and decide for next consideration what problem there is of greatest concern which grows out of present everyday conditions.

Another school,<sup>3</sup> thoroughly aroused over the menace of prejudice to effective democratic co-operation, finds with parents and in all classes rich opportunities varying in nature with the developmental level of the pupils to establish in them sound attitudes of democratic co-operation in everyday life situations.

**C. Pupils achieve individual status that will command others' respect.**

Because classwork, as too frequently conducted, does not give all pupils the opportunity of achieving such status as begets self-respect and as commands the respect of others, student activities flourish in high schools that provide encouragement.

In fact, a broad activity program is a predominant characteristic of the schools which contributed data for this study. It includes recurrently student assemblies, athletics, student council, dramatics, music organizations, a school paper and annual, subject clubs, forums such as a world citizenship club, the social program of youth centers, and planned dances and mixers.

From a broad program, student selection of an activity with personal challenge affords the opportunity for achieving self-esteem and recognition by others. Consciousness of personal worth and of regard by others currently not achievable by some in regular classwork begets readiness to co-operate in areas where others distinguish themselves; for example, success in athletics has changed the attitude of many a boy from surliness or indifference to co-operative effort in class work. The experience has invested the democratic principle of alternating leadership and followership with meaning for him.

Then, too, activities commonly provide greater opportunity than classwork for pupil initiative in planning and executing. The teacher, instead of dominating the situation, serves as a friendly guide to progress toward the group goal. The resulting "give and take" constitutes the right atmosphere for growth.

*Dignity and Responsibility*

Opportunities for student participation in the evolution of school and community policies increase senses of dignity and responsibility among students, as individuals and as a group. They find expression through such organizations as the Student Council and the Youth Council. The *Student*

<sup>3</sup>Gilchrist, Robert S., Haas, Robert, and Kahn, Lothar. *Building Friendly Relations*. Columbus, Ohio: Dr. Robert S. Gilchrist, Principal, University School, Ohio State University.

*Council* quite generally deals with any problem affecting student welfare. No issue is tabooed. Although the principal has the veto power on any action, he seldom, if ever, uses it. On occasion, of course, he refers an action back to the Council with a statement of reasons and with a request for further consideration which they commonly and adequately give. In one school, the *Youth Council*, consisting of teacher, parent, pupil, and parent representatives, has achieved establishment of a youth center, of family night with selected movies at the local theatre, and of a program of work-experience embodying the help of local citizens.

Identifiable trends in reports on practice include these:

1. The school provides a sponsor for any activity desired by ten or fifteen students in recognition of the fact that every normal interest is respectable and holds possibilities for social growth.
2. Students have increasing opportunity for participation in handling activity finances, noon activities, cafeteria operation, conduct in the halls, school dances. Lest frustration occur, such projects have the support of an adult sponsor in analyzing difficulties, in recognizing the implication of incidents, in planning courses of action. However, under guidance students themselves have the responsibility of carrying out all of the agreed-upon plans.
3. Faculty interaction strives to develop in every sponsor a concern and in every pupil an awareness that democratic values should govern all conduct. For example, clique dancing and social discrimination should not characterize social affairs. Violation should lead to student exclusion of offenders.
4. Students find encouragement for social action in the common welfare. For example, one Student Council formulated a sportsmanship code which later, through arranged opportunity, they prevailed on all conference schools to adopt. To promote friendly relations with one school, they subsequently arranged a social dance in their gymnasium, supervised by both schools.
5. Counselors and deans strive to guide pupils into activities on the basis of need. For example, the selfish student is guided into some service activity as hall monitor; the shy individual, into social activities through dancing classes.
6. Some activities tend to become adopted into regular classwork. For example, subject clubs are adopted into class activity; the newspaper staff and assembly training groups, into sections of English and speech.
7. As a part of the program to give status to the individual student and to provide opportunity for co-operative effort, assemblies increasingly grow out of class or activity work. Although each is sponsored by a teacher, students plan, stage, present, and evaluate them. One school with an enrollment

of 1,200 had 1,400 participants, individual and group, in assemblies during one year. Not every student had the opportunity of appearance, but the majority did—a noteworthy effort for building poise, assurance, self-respect, and the regard of others.

**D. Pupils gradually achieve self-direction with social responsibility.**

School atmosphere, classwork, and student activities each contribute toward making this principle operative in pupil behavior. But close co-operation of school with home tends to promote optimum growth in socially responsible emancipation.

The need of such close co-operation is a matter of common experience. That need becomes more evident as the result of surveys which reveal that most youth attribute to parents the greatest influence in making them what they are. Conversely, of course, the emerging attitudes and desires of youth have great effect in changing parental outlook.

Recognizing the profound educational implications of the reciprocal influence of pupils and parents, many schools, in order to become more effective agencies for promoting democratic behavior, arrange conferences of the individual pupil, his parents, and his counselor; for growth in social responsibility will best take place if school and home both work with the student toward mutually approved goals. In the process of interaction, the school gains insight into home conditions and relationships, into drives and aspirations. It also really learns how differently from an outsider the parent regards his child, and how love and kindliness or the lack of these qualities in parents exert powerful influence on attitudes. In turn, the parent frequently learns the need of relaxing protective custody as the child grows in the ability of self-direction with social responsibility. The school can help the parent to become more objective in treatment of his child and to see how to advise with the adolescent on choosing a course of action rather than in dominating the choice. The youth living at home and school in an atmosphere of common expectation and of confidence in his personal worth experiences great release of energy for the constructive.

For the achievement of common outlook, schools contributing to the study report such practices as:

1. Providing pupil-parent-counselor conferences for the success of which every pupil's teachers contribute data and concerning the outcomes of which the counselor provides teachers, dean, psychologist, and principal with a written summary. In these conferences, guidance practices are such that the counselor and parents help the pupil see the various choices open to him on a given problem, the implications and probable consequences of each choice, and the likelihood that he will bring a given choice to worth-while culmination. But after all is said, the pupil forearmed is left free to make

choice of his own course of action—and to take whatever consequences his choice may involve. A school-wide outcome of these conferences is the formulation of such a program of studies and activities as give promise of best meeting individual needs and aspirations.

2. Sending quarterly messages from the principal to the pupils' homes with report cards on such subjects as "Developing a Spirit of Helpfulness," "Co-operating for a Unified Personality," "Graduated Opportunity in Social Experience," "Some Home Practices that Promote Child Growth."

3. Establishing an editorial policy of the school newspaper to search out and report to readers various school endeavors to solve problems in which youth have exercised initiative and responsibility.

4. Developing projects, such as baking or gardening, to be carried on in and for the home and concerning the success of which parents report to the teacher.

5. Encouraging parents to attend adult evening classes on controversial issues for achieving better command of the attitudes and techniques of co-operative thinking.

6. Providing students at Open House with the opportunity of presenting problems which for solution require co-operation of parents and staff. Then providing parents with the opportunity of deciding with the counselor what problem should receive first attention and how a satisfactory solution to it may be achieved.

7. Organizing a youth council or parent-student-teacher association in which students have the opportunity of leadership for the co-operative solution of such problems as "Desirable Social Practices for Pupils of Various Ages."

8. Providing grade-level group conferences of students, parents, and teachers; for example, to deal with curriculum planning, particularly as it relates to home and community.

**E. Pupils become disposed and able to make their personal contributions to group living.**

Experiences of planning and carrying forward the shared life in the democratic school and home do much to develop the attitude and abilities implied in this principle. But assured transfer to community life takes place if actually initiated while pupils are still in school. Moreover, general education comes closer to serving its full purposes in a democracy when school and community work together for reciprocal improvement.

*Community Problems*

Every community has rich unused resources in its adults, both as individuals and groups, willing and eager to help the school induct their children into more effective, participating citizenship, social, economic, and po-

litical. The youth of every community, in their desire to be important and to share in the significant yearn, often unconsciously, to take an active, creative part in community life. Every community has persistent problems such as housing, public health, recreation, civic beautification, safety, improved livestock, and community surveys and their implication, on which adults and youth might well work co-operatively with profit and satisfaction to all participants.

In meeting this challenge of inducting youth into co-operation with community adults for the more abundant life, some schools in this survey of practice have made promising beginnings. One school, pioneering in this area, has made a stimulating printed report<sup>4</sup> of its efforts to promote the reciprocal use of resources for school and community improvement through, among others, these agencies. Annotation as to type of co-operation follows each:

1. *The Church.* Conference with nineteen community clergymen to determine how school and church could work together on youth problems; for joint efforts aid spiritual development, a major phase of youth living. Core curriculum stimulates and recognizes student participation in church activities. To promote respect, it deals with beliefs, traditions, practices of each group. Pastors mail to school a list of their current church activities for publication in student notices.

2. *Industry.* Conferences with industrial leaders on "Planning Our Careers." Co-operative survey of employment opportunities. Observation of industrial and distributive processes to give meaning to scientific and economic principles. Work-experience program involving co-operative training and evaluation of the individual.

3. *Labor Organizations.* Forums with labor leaders to discuss role of union in improving work conditions, securing adequate standards of living and education. Part-time employment to observe organized labor functioning in its regular setting. Trips to labor centers. Use of pertinent pamphlets in the classroom.

4. *Avenues of Communication* (newspapers, radio, movie houses, theatres). Visits to and conferences at each center. Study of discriminating use of each. Co-operative study of local needs leading to individual and small group decision as to which should currently have attention.

5. *Adult Evening Classes.* Individual adult interest and need, the criterion for promoting participation. Trades, homemaking, hobbies taught as aid to social mobility and adjustment. Study of community problems.

Another school has arranged for youth representation on the forum platform of Town Hall, Foreign Policy Association, and Council for a Last-

<sup>4</sup>Faculty and students. *Ten Years of School-Community Action.* Chicago 22: Wells High School, Dr. Paul R. Pierce, Principal, 1944 (June). 32 pp.

ing Peace. Representatives make preparation previous to appearance, and on the day following the public discussion report back to the class on what took place. Further discussion and, on occasion, action ensues in the form of petitions, letters to congressmen, and committees appointed to present their thinking to adult agencies.

A third school system through guidance in its junior and senior high schools opens up to individual and group the vocational, special interest, and civic opportunities available through its City College. This latter segment of the public schools consists of three branches: a junior college; a division which strives to meet adult needs, whatever they may be; and a business and technical institute which has in increasing degree co-operative relations with management and labor groups on apprenticeship and advanced training programs.

Co-operative programs to help the individual find himself in community life are on the increase. They vary from community to community with the imagination and courage of school personnel. They must have their roots in local needs. They depend for success on building of right human relationships about the focal point, the common welfare. They require alertness, ingenuity, patience in a degree that challenge any educator really concerned with the great task of making the school a more effective instrument of democracy.

**F. Pupils should come out of school with a value system to which they refer for decision.**

Considered and sustained effort at school in the whole area of human relationships helps make this principle effective. Such effort is implicit in the entire recital of practice under *Imperative Need Number 9*. It is essential for establishment of the desired relation between principal and teachers, among teachers, between the teacher and pupils, between school and home, and between school and community. These relations must be both purposeful and meaningful.

That effort proceeds from a value system characterized by some Christian ethics and by the less orthodox as enlightened selfishness. Irrespective of belief as to origin, Americans will likely unite on faith in the validity of democratic ideals; but belief has significance only to the extent that it is practiced daily.

*American Ideals and American Practice*

Reflection on American ideals and American practice reveals wide discrepancy. In this discrepancy some schools currently see a real challenge to bridge the gap since our interdependence has become widely recognized. Because of that interdependence it is increasingly clear that continued success of the American system depends so much on improved human relationships. Unless our pupils come into conscious possession of a value system,



they will have no clear-cut points of reference as to behavior. To promote acceptance of and adherence to a value system, this procedure, a composite of several reported practices, may prove stimulative:

The faculty defines for itself what are the American ideals which should characterize the value system desired in pupils. It will likely include such concepts as regard for the rights of others, respectful interest in the ideas of others, recognition of the dignity and worth of all productive labor.

In their dealings with younger children, teachers consciously practice and incidentally teach these agreed-upon principles.

In their dealings with older children, teachers at various grade levels also develop from biography, for example, the implications of a worthy American ideal, or develop as a unit in social studies the question, "What are the democratic ideals about which we talk so glibly?" "The dignity of the common man." One likely answer, may through questioning be resolved, with illustrations, into "Rights of minority groups," "Tolerance toward ideas of others in the realization that mine are but the result of my own experience."

Once a value is understood and approved, teachers use it as a touchstone in testing the validity of solutions to other problems. For example, "equal educational opportunity" should mean providing opportunities in football not only to star athletes, but to every boy desiring the sport.

Learning to live and work co-operating in "One World."



"Respect for minority groups" should mean that every student in school should be treated on his merits, which do not include race, religion, or the side of the tracks on which he lives.

When there is a conflict between an avowed belief and a practice or a proposed solution, the teacher raises questions to bring out the inconsistency; for example, as to the conflict between "the right of every child to proper medical attention" and "the inability of the poor to get it." When the conflict is recognized, the teacher raises the question for study and discussion, "What can we do about it *now*?" For example, in the case of "juvenile delinquency," a conflict involving "the right of the child to a wholesome environment," the answer may involve not only decision by pupils to interest parents in "slum clearance" and "better recreational facilities" but also "interesting oneself and a student group in a boy who is not finding himself." Although youth can do more than is commonly believed, there may be conflicts such as those between "labor and management" or over "free trade" in which pupils may be led to dynamic attitudes by such a question as, "What do you think should be done about it?" The purpose of such questions is not to provide answers, but to stimulate thought and sense of responsibility.

Better procedures than this may suggest themselves. If so, they should without hesitation be reported; for it is important that "pupils should come out of school with a value system to which they refer for decision."

Schools have the responsibility consciously and systematically to help pupils develop a value system and learn how in daily living and study to bring it to bear on the solution of problems. To the extent schools meet the responsibility, America may have confidence students will refer to this value system for decisions on course of action. By whatever means promoted, "We, the people" may hope for the development of a social conscience which will make democracy work increasingly better for the group and every individual composing it.

\* \* \* \* \*

Ideas embodied in this discussion have been gathered chiefly from statements of the following schools and in the case of a few from observations and from materials published by or about them.

CALIFORNIA

Long Beach—*Long Beach High Schools* (Junior and Senior)

CONNECTICUT

New Britain—*Nathan Hale Junior High School*

DELAWARE

Wilmington—*Alexis I. DuPont High School*

## ILLINOIS

Chicago—*Wells High School*  
Muncie—*Oakwood Township High School*

## INDIANA

Indianapolis—*Emmerich Manual Training High School*  
*Shortridge High School*  
*George Washington High School*

## IOWA

Council Bluffs—*Abraham Lincoln High School*

## MARYLAND

Baltimore—*Hamilton Junior High School*

## NEBRASKA

Omaha—*Benson High School*  
*Technical High School*

## NEW JERSEY

Hackensack—*Hackensack High School*

## NEW YORK

Floral Park—*Sewanhaka High School*  
New York—*Bronx High School of Science*  
White Plains—*White Plains High School*

## OHIO

Columbus—*University School, Ohio State University*  
Lakewood—*Lakewood High School*

## OKLAHOMA

Chilocco—*Chilocco Indian Agricultural School*  
Oklahoma City—*Taft Junior High School*

## PENNSYLVANIA

George School—*George School*

## WASHINGTON

Olympia—*Olympia High School*

## WISCONSIN

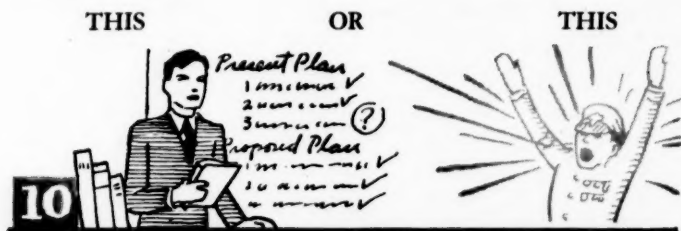
Shorewood—*Shorewood High School*

# Imperative Need Number 10

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**All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.**



**A**NY school program to teach pupils to think rationally and to express their ideas clearly and with understanding must take into account three things. *First*, every teacher in school must feel that he has a definite responsibility in this total program. *Second*, the school must teach these various skills directly and purposefully; they cannot be left to mere chance. *Third*, there must be a constant program of evaluation to check the effectiveness of the instruction.

## *Goals of the Skill Program*

One of the first factors in designing a program to achieve these purposes is a clear statement of aims or objectives. Too frequently these objectives have been stated in terms of certain subject learnings or definite skills to be acquired. The school believes that this is not an adequate method of stating the goals of the skill program. Rather, it believes that these goals must be stated in terms of behavior which the school desires the pupils to acquire. For instance, does the work in all fields increase the pupil's vocabulary? Is he improving in his ability to write and speak effectively, clearly, and with conviction? Is the pupil improving satisfactorily in his comprehension of what he reads? Is he gaining more important facts and is he able to use these more intelligently for the solution of problems? Is he gaining a better understanding of himself, developing an insight into other people and their problems, and is he acquiring an attitude toward his continued learning which will assure that he will keep on acquiring more and more skill without the constant prodding of the teacher? Is he developing responsibility

in working out his own problems and in using his own initiative to find better ways of solving them? Since the school states its aims in this fashion, all teachers are constantly on the alert to watch for changed behavior in pupils.

**A. Youth develop methods of solving problems, using discussion and different points of view to develop rational thinking.**

All teachers in the school recognize the need of all youth to grow in their ability to think rationally. From the shop classes where instructions must be read with understanding in order to be executed correctly, to the science and social science classes where reading matter provides the information basic to all experiments and discussion; from the mathematics classes where problems must be read intelligently in order that a solution may be worked out, to the English classes where comprehension and appreciation of the printed page is of primary importance, rational thinking is one of the common objectives. The extracurricular life of the school also becomes a laboratory in which attention is given to the ability to think clearly through the problems the pupils face. Likewise, the home and social life in general provide added opportunities which the school must recognize.

Grammar can be fun.



Though much is done for pupils through the special activities of the school, and even outside of school, the major task of specific training in rational thinking and clear expression is left for the classroom teacher. Their use of developmental teaching, building up concepts, and then leading pupils to generalize has pushed blind memorization into the background and has brought pupil thinking to the forefront. The English teacher, for example, builds language concepts step by step, based on the thinking process. Not until her pupils understand the relationships between directness and clarity and effectiveness of expression does she lead them to formulate any convenient summary or rule. The mathematics teacher faces a specialized type of problem-solving; he helps pupils to read mathematics problems for understanding the question to be solved and for the selection and arrangement of the information in the problem so that a solution may be obtained through arithmetic or algebraic means.

Science often presents the difficulty of a strange vocabulary. Reading and re-reading the laboratory instructions and the given directions often clears the fault. A system of questioning to make the student answer his own questions helps his thinking. Frequent short tests keep the student alert, and a constant check for errors which the student must correct makes for accuracy. An effort is made to cause the student to recognize the factors which comprise a scientific definition. Many illustrations of the steps in the scientific method are used. Superstitions and common fallacies are discussed, and frequent class discussions are held for the purpose of clearing imperfect understanding.

The mathematics and science departments use many interesting devices to start students to thinking. In mathematics, construction involves ability to read directions. A failure to complete the problem is checked for understanding of what the directions were and what the problem was really all about. Often the problem is presented first, questions are asked, and then directions are re-read. A constant check is made for accuracy of reading and for logical thinking. Many times numerical problems are presented and approximate answers are asked for; then the student is asked to work out the problems to check his own ability to think them through. In cases of slow reading and slow understanding, the students are taught reading, repeating the problem until it is understood.

In all business education classes, students are faced with the responsibility of making important decisions. They are challenged with the problems of the business world. The course in consumer economics, for instance, forces them to think of the place of the consumer in our economic system. The distributive education class gives them the opportunity to put into practice the theories of business and selling that they have learned in the school. In the business English group they learn the techniques of office procedure

and business communications and interviews. They visit large businesses in the city and make reports as to the methods of conducting business that they observe. It is often thought that most of the training in this department represents the acquisition of skills, but the ability to think through business situations is also an important outcome of this work.

**B. Students discuss clearly and effectively issues and problems, choosing appropriate means of expression and expressing correctly and convincingly their thoughts.**

Probably no better work in developing ability to think and to express thoughts is being done than by the social studies department. The techniques for independent research which were learned in English classes and other classes in the school are amplified in this department. The student learns to read critically, to develop a logical, coherent discussion from his comparative reading, and to present an assimilated whole. He acquires an ability to use footnotes, to cite authority for the contents of his reports, and to prepare a bibliography. He has done a bit of scientific research that has demanded reading with understanding and expressing ideas clearly. Much benefit is derived from the normal classroom work in the social studies class. The teachers in the department strive to have the students look at their subject matter objectively, to present facts which support all points of view, and to treat events as something external and completely apart from personal feelings and prejudices. The class in social problems, for instance, is a case in point: students list the ten problems in American life which are considered urgent at the moment. Reports and later discussions on these topics bring forth thoughtful reaction and lead to the establishment of a socialized point of view. Oral reports followed by discussion such as those required in classes throughout the school give further opportunities for the pupil to think through his problems.

One of the students in commenting on his work in social studies said, "Today in a world of chaos and confusion, high-school students all over the United States are groping for some sort of a logical explanation for the multitude of social, economic, and political problems confronting them. Should one racial group take precedence over another of equal merit? Should the political views of one economic group be ignored without reason? Should major domestic and foreign issues be decided by those who have conducted the most effective propaganda campaign? These and many other equally provocative questions are dealt with daily by employing clear, analytical reasoning, without discrimination, in the social problems classes.

"Here at this school I have for the first time looked at these problems from an objective viewpoint. I have honestly compared the physical and intellectual qualifications of one racial group with those of another, and have discovered to my utter amazement that basically one is no better or more



superior than the other, regardless of color differences. I have been brought to the painful realization of the fact that my political views have been unfairly prejudiced in many instances, that clever propaganda has often distorted my views on major national and international problems. Thus I can truthfully say that through this social problems course my thinking has been considerably broadened, that through daily classroom discussion I have improved my ability to express myself clearly and to listen intelligently, and that in compiling material for weekly reports I have learned to read with intelligent discrimination."

Thus the entire school is concerned with the general problem of improving pupils' ability to think through the problems they face and to develop those skills necessary for them to use in solving these problems. Let us then turn our attention from the generalization regarding the school to an examination of the work in some of the particular fields.

**C. Youth use many means for collecting, organizing, and presenting ideas and secure content for thought and expression from all areas of human experience.**

*Getting ideas.* One of the most important things in the life of a youth is to learn the process of getting new ideas. Ideas are all about him. People are constantly talking. The world is full of opinions and judgments. Facts are on every hand. The question is one of selection

and of technique. The problem of selection is one of the basic curriculum problems. The problem of technique is the one we will discuss here.

One gets ideas through reading, listening, and through seeing. The school is concerned with all three of these means. In order to have the pupils observe intelligently, they are taught to look for specific things in the world about them. These things must be related to the problem at hand. Movies and all types of visual material are used. Exhibits in the halls and classrooms and library are constantly on display. Special attention is given to listening, since so much of the information of the world today comes through the spoken voice; this is particularly true of the modern radio. Probably no one technique of study is more important than the ability to read with adequate speed, intelligence, and understanding. Let us look at how each one of these is developed in the school.

**D. Youth turned to reading as a source for information, leisure, and personal development.**

*Reading.* In the reading program of the school, attention is paid to three things. *First*, the developing of an adequate reading program in all classes. This is primarily a study program, and the techniques for learning each field are developed separately. In this program, special attention is paid to the particular skills demanded by the subject. For instance, in mathematics, special attention is given to

the ability to read the problem and to understand it. Much of the inability which pupils develop in solving mathematical problems is the result of their misunderstanding of what is required in the problem; in other words, they don't know how to read the problem correctly. Therefore, the school spends considerable time in teaching pupils how to read with understanding the requirements of the particular problems at hand. In social studies, much of the work requires extensive reading and the use of dictionaries, reference books, vocabulary study, controversial ideas, and the assimilation and synthesis of many points of view. Special attention is given to these kinds of reading abilities. On the other hand, in the literature work pupils need to read rapidly and with general comprehensive understanding. In reading a novel they need to see that speed is very important, but the same techniques cannot be used in reading a reference book in social studies and in reading a novel for ordinary pleasure. Special attention, then, throughout the school is given to the peculiarities of reading in the special areas of study.

The second important factor in a good reading program in operation in the school is one to discover reading abilities of the pupils. As soon as the pupils enter the school as freshmen, they are given a battery of standard

Balanced reading is basic to rational thinking.



reading tests. The results of these tests are carefully tabulated, and conclusions drawn. The teachers then study the results of the tests in terms of the pupils' work in each of the various fields of study. Those pupils who are able to progress normally without having special attention paid to them are put into the regular classes without any requirements of additional work in reading. This means that all of the teachers will work with these pupils to improve their reading ability. Those who are not able to profit normally and succeed with the normal teaching of reading are placed in a special class which will be described in the next section. As soon as these normal pupils are distributed in the classes, each teacher makes a careful study of the reading results. The over-all comprehensive results on reading contain a reading history of each pupil and a description of the most common reading faults which need to receive most attention. Plans are made for a discussion with each pupil of his individual reading difficulties, and recommendations are made to the pupil for improving his reading.

Each subject teacher then goes to work to develop those reading abilities which are essential for success in his particular area, but the major burden of the teaching of reading directly falls upon the teachers of English. Teachers in this field use many different kinds of techniques and material. For instance, in science, teachers point out to pupils that reading in this area involves more than absorbing a large amount of information; it is primarily a process of understanding the material that is presented and doing some critical thinking about it. The student must develop an inquiring mind, which means that he must verify or disprove statements, he must gather data, he must weigh his information carefully, and he must be able to read and evaluate conclusions. To do this he uses such things as the dictionary, textbooks, and other references in reading the required material; he reads the laboratory manuals, scans material to locate the proper reference material to solve his problem, gets the meaning of new words in their usage, and is careful in observations of precise language. He needs also special study on following general directions on procedures. Some of his problems require general reading; some require a combination of experiment and questions, and some require careful analysis of new terms in the light of the validity of possible conclusions.

#### *Reading in Social Sciences*

In the field of social science, the pupil has to learn to read widely, but to read for pertinent information. Some of the material he reads has the element of drama about it. He needs to become familiar with vivid descriptions of people, their surroundings, the characteristics of important documents, the meaning of detailed wording, the understanding of rules, principles, and generalized statements, and a certain familiarity with a limited amount of abstraction. Vocabulary work is again important here, although

the terms used in the social sciences are not as technical as those used in natural sciences. The pupil needs to develop well the habit of extensive reading in the fields of current events. He also needs to read rather widely in many different sources and evaluate differences of opinion and conclusions. He needs to know how to bring together various facts and relate them to the problem at hand, but while extensive reading is necessary, a good deal of emphasis has to be placed upon analytical reading in this field. Supplemental reading of references, pamphlets, and bulletins, as well as more general reading of biography and travel and realistic literature, is a valuable aid.

In the teaching of this type of study, the English and the social studies teachers need to co-operate. For instance, in the field of reading current events, much of the work is done in newspapers and in magazines. Here the English and the social studies teachers supplement one another. The English teachers usually have a special place in the early years of the high school for a unit on intelligent reading of newspapers and magazines. They spend some time analyzing the different parts of magazines and newspapers, breaking them down into the different kinds of information and data which they give. Editorials, for instance, are written in a different manner from the ordinary news stories, and sports and the business pages involve a good many figures and charts and data of quantitative character. They find out the difference among conservative, sensational, and liberal points of view. They see the same story written several different ways. They become ac-

Developing desirable understanding and attitudes in the social studies classes.



quainted with different facets of writing. These skills, once gained, are used in both English and social studies for the rest of their high-school experience, and they enable the pupils not only to become confident in those areas but to make wide usage of them throughout their school experience.

### *Reading in Mathematics*

In the field of mathematics, for instance, the pupils face certain specialized subject applications, many times to a rather limited field. Reading the problem carefully is one of the first requisites to solving the problem. New terms begin to creep in and they need to know what they mean; consequently, both vocabulary and spelling are important. Many times the concepts which they have attached to certain words or phrases are different in mathematics. For instance, we often speak of "a point within a circle", or "a point without a circle." The former is fairly recognizable, but the latter often leaves students blank, for it is an entirely different meaning of "without" from that which students have met ordinarily in the rest of their work in school. In other words, the pupil has to reverse his previous understanding of the word. While it might be better to use the word "inside-outside" and thereby eliminate some of the difficulty, he will find that even though he uses those, other people may still use the words "within-without" and thereby he is subject to confusion unless he understands their use. Pupils also need to learn to understand the ways in which certain geometric problems are stated, for instance; otherwise they might come out with the "so what" attitude when they read a statement like this: "If from a point A without a circle a tangent, AB, and a secant, AD cutting the circle at C and D, are drawn, prove that  $AC : AB$  equal  $AB : AD$ ."

*Mathematical proof.* At the school, the mathematics department offers a course called "The Nature of Proof" in the upper years of the high school. This work undertakes to give pupils a growing appreciation of the concept of proof by stressing in both mathematical and nonmathematical context the function of undefined terms, the importance of assumptions, and the source and validity of implications in any logical system. The basic content of geometry provides useful material for study, and there is continued emphasis on the way in which conclusions are established by inductive and deductive methods. Through these inquiries, fundamental methods of proof are revealed and these meanings are extended through wide application in related fields. Extensive use is made of newspaper editorials, school problems, laws, public addresses, advertisements, and political documents in extending the principles of proof and critical inquiry. By emphasizing the methods of reasoning, pupils learn some of the characteristics of deductive proof, as well as inductive, direct, and analogous types of reasoning, and through these experiences come to understand to varying degrees what is

really meant by the relativity of truth. However, in addition to this special course on the nature of proof, constant emphasis is given throughout the school on developmental activities and discussions in which pupils are led to define problems for themselves, then to suggest and test methods of solution. Throughout these developmental activities the program is enriched by the use of instructional aids and models, historical materials and references, discussions and demonstrations of the applications of mathematical techniques.

### *Recreational Reading*

In teaching extensive reading, plenty of rich, interesting, varied, and appealing material is available. These materials are on different levels of difficulty, are worth while in content, and are appealing to the varied interests of pupils. Adequate classroom libraries which contain certain books for recreational reading also have been provided by means of several plans worked out by the librarians. Various books and printed materials including newspapers and magazines present different points of view and allow pupils opportunity to judge for themselves the correctness of statements. These aids are helpful in developing critical thinking. With greater ability to read and to organize material comes greater ability to judge and to evaluate material and to formulate conclusions.

*Special reading classes* A number of pupils each year enter the high school with basic reading deficiencies. These cannot be adequately clarified or removed in the normal course of classroom work. It, therefore, becomes necessary to determine which pupils have such basic deficiencies that they may be placed in a special class in their freshman year and be given specific instruction on the most glaring difficulties which they have. Therefore, the school has, for all freshmen, a remedial reading class taught by a skillful teacher who uses all modern aids to the discovery of reading difficulties. These pupils are placed in normal classes with other pupils for all the rest of the work of the school. They simply carry this remedial work as an additional program, if they are able to do so; but if they are not, they carry it in lieu of some of the regular work of the school. It receives the same type of credit that any other work receives which the pupil does. The school has a few nonreaders—those who can read but do not. For them a special course in leisure reading is given in a room equipped with its own library. A large group of contemporary popular books is placed here for pupil use. At the same time there is also a good supply of books of better literary quality. Here the pupils spend an hour a day, just reading, with no requirement of a formal book report. The period is subject only to the unobtrusive and tactful guidance of a particularly gifted teacher.

*Teaching pupils to listen.* Many of the ideas which pupils get today come from listening. Some one may tell him how to make a chicken coop. Some one else may tell him how to organize his biology work, or the radio may give him the latest report on his favorite sport. The art of listening is not comparatively new; yet very little effort has been put on it in the ordinary school situation. It is exceedingly important today, especially with the tremendous amount of information coming over the radio, to teach pupils how to listen intelligently. Not only is intelligent listening important, but pupils ought to learn how to do it with courtesy, to be able to follow logically some one else's ideas, to discriminate between true and false, important and unimportant, to make comparisons, draw conclusions, and use the radio as a basic source of information.

To teach pupils how to listen, the teachers use records and transcripts of stories, plays, poems, prose, and songs. They make great use of the radio. They use panel discussions, debates, lectures, visual education, transcriptions of speech, and listen directly to those who present their ideas in person to them, either in assembly or in the class, or in some public lecture.

*Giving out ideas.* The process of expression is just as important as the process of receiving ideas from others. Traditionally, expression has been restricted to the English teacher and has concerned itself primarily with grammar and composition. The school places first and most important emphasis upon ordinary daily expression. The major purposes of this teaching are to enable the pupil to speak effectively, convincingly, pleasingly, courteously, and as correctly as he can in terms of the demands of the occasion. Little emphasis is placed upon grammar; in fact, the grammar teaching is used only incidentally to enable pupils to check their own correctness and to aid them with sentence variation. Most of the traditional rules are very much condensed, and are given only to the pupils after the basic psychological concepts of expression have been built up in the mind of the youth.

The school carries on the ordinary work in composition that is done by most high schools, giving scope for various kinds of writing. Those who are most competent and gifted are given an opportunity to continue to learn to do an effective job of writing. However, a good deal of emphasis is placed on certain types of speech work, radio work, and drama.

**E. Youth develop taste and discrimination in communicating with others.**

*Radio.* The pupils constantly practice their own speaking over the radio and over microphones which the school owns. Recordings are made of these speeches, played back, and studied. One of the unique experiences of the school is a junior town meeting of the air, which has been arranged with the local radio station. These are open forum discussions in



which the students sitting before the microphone are free to express their own personal opinions about matters of public interest. They are held on Saturday mornings for thirty minutes and the audience is frequently made up of pupils interested in public speaking, a group of selected pupils from a particular home room, a class studying the subject under discussion, and many times, parents of those who participate. Participants are drawn from all the upper classes of the school, and approximately twenty per cent of the faculty members serve in one way or another as advisers for one or more of these meetings. Different teachers take turns conducting these broadcasts, and in many cases they are students whom they have worked with in their own classes in one way or another. The group is usually composed of five or six pupils at a time. The schedule is prepared a year in advance so that each teacher knows when his turn is coming. Sometimes a whole class of students is prepared for it but only a few are chosen. At other times the ones directly to participate are chosen in advance. All remarks are spontaneous. Frequently points come in for discussion which have never been raised before in preliminary conversations, and the program is never completely rehearsed.

The subjects suggested by the teachers and pupils interested in this project grow out of the school work, as a general rule. Topics have ranged all the way from those of international scope to those of local community and school interest. Some of those treated are as follows: "Our Relations with South America", "United Nations Organization", "World Peace", "America's Housing Problem", "What Kind of War Memorial Will Suit Our Town", "What Shall We Do With Atomic Energy and Military Training", "Should We Have a Missouri Valley Authority?" "Should the Wagner-Murray-Taft Bill for Full Employment Be Enacted?"

### *Group Speaking*

Another one of the teachers places a good deal of emphasis upon speaking before groups. Much poise and confidence have been developed by pupils working in this area. They learn that an attractive voice, a good personality, understanding of an audience, fluency and ease of speaking are all valuable assets. They also reflect the clarity of study preceding the speech. While most of this work is done in class, a good many of the youth go out and speak to community groups. At the regular meeting of the class, another member introduces the speaker in such a way as to make him feel comfortable and glad to speak. If any unforeseen situation arises, the chairman must make a decision quickly, with the thought of the well-being of the speaker and of the audience in mind. The following types of speeches are given: (1) Choose an advertisement. Analyze it for three things: the appeal to the eye and to the mind of the prospective buyer, the fallacies, and the

subtle reference to rival products. (2) Take a controversial article, an editorial, a columnist, or a letter to the editor. Take the opposite point of view from that expressed in the article. Give a brief resumé of the article, pointing out what the author believes to be true and then present the other side, or sides, of the picture, pointing out what you believe to be true. (3) A debate on some particular topic at hand. (4) Pick some topic of general interest and talk entertainingly on it. The speech may be amusing, light, or serious, but it always must be worth while. (5) Make a demonstration speech. In this scheme, there are two speakers on each program; they may work separately or together. The speakers *demonstrate*, not explain, how something is done.

**F. The school constantly relates instruction in basic skills to personal abilities, growth, and development, to modern usage, and to vocational and general needs.**

*Extracurricular activities.* Many other opportunities are presented for pupils to learn certain basic skills. In the journalism class the weekly newspaper gives unusual opportunity for self-expression. Each month, some of the local service clubs take boys and girls as their guests, and they are asked to make speeches at these meetings. The "Youth for Christ" movement is very strong locally and many high-school students are active in it. Students go to other cities to represent their schools in various meetings. Pupils may engage in discussions with adult groups downtown over such problems as recreational programs for youth in the community. The students have prepared a twenty-five-page handbook called *The Mirror*; in it are contained discussions on personal appearance, etiquette in the home, table etiquette, telephoning, etiquette at school and in public places. Special attention is given to those who are bashful and timid, trying to bring them out to such things as the Host and Hostess Club and teaching them how to carry on a good conversation socially. The Social Arts Club enables pupils to learn the right patterns of conduct. This club puts on a formal dinner each year for pupils and their parents. One week before the dinner the group prepares a questionnaire as to what would be the appropriate conduct in a given situation. The questions in this questionnaire are discussed in every home room, and also at home before the dinner.

There is another club that prepares special lunches, and has special functions for invited guests of the school. These pupils sit with the guests and discuss problems with them. The school also has a Standards Committee, composed of about thirty members and three faculty advisers, to formulate standards of etiquette for the school. The pupils take this handbook as a guide for discussion in their classes and in their social groups. The same thing is also done for a code of sportmanship. These provide many opportunities for discussions among pupils. In fact, the discussion technique is used liberally throughout the school as one of the basic methods for developing free expression.

*Evaluating success:* The school is constantly evaluating the success of its teaching of these skills. These are also recorded on the regular permanent folders in the office. When the pupil leaves school, the school receives many questions concerning his ability. To answer these, the school has drawn up what is called the graduate rating blank. This paper has a photograph of the pupil and a check of such items of personality as attendance, seriousness of purpose, industry, initiative, influence, concern for others, responsibility, emotional stability, and physical vitality. His skills are also listed and the applicant is rated on a five-point scale by various members of the faculty—his vice-principal, counselor, teacher of physical education, and two teachers of his choice.

The philosophy of the school as to what is needed to teach youth to think rationally, to express thoughts clearly, and to read and listen with understanding can be summed up as follows: (1) The need to catch the interest or to challenge the thinking of the student. (2) The need to give him techniques by which he may become an independent student. (3) The need to teach him to listen and to think by participating in group discussion. (4) The need to give him both oral and written practice in expressing his thoughts. (5) The need to teach him to suspend judgment until he has studied all sides of the question. (6) The need to give him credit for thoughtfully formulating his own opinion.

\* \* \* \* \*

Practices cited in this report are taken from reports sent to this committee by various schools in answer to its request for material illustrating their efforts to meet *Imperative Need Number 10* or from material published by or about them.

ARIZONA

Phoenix—*Union High Schools*

CALIFORNIA

Encinitas—*San Deiguito Union High School*

Long Beach—*Jordan Senior High School*

Oakland—*University High School*

COLORADO

Greeley—*College High School, Colorado State College of Education*

FLORIDA

Orlando—*Orlando Senior High School*

ILLINOIS

Normal—*University High School, Illinois State Normal University*

INDIANA

Indianapolis—*Thomas Carr Howe High School*

MARYLAND

Baltimore—*Garrison Junior High School*

Cumberland—*Allegany County High School*

## MICHIGAN

- Dundee—*Dundee High School*
- Flint—*Flint High Schools*
- Hastings—*Hastings High School*

## NEBRASKA

- Grand Island—*Senior High School*

## NEW YORK

- Floral Park—*Sewanhaka High School*
- New York—*Evander Childs High School*  
*Girls' High School*

## OHIO

- Columbus—*University High School*, Ohio State University
- Lakewood—*Lakewood High School*

## OKLAHOMA

- Chilocco—*Chilocco Indian Agricultural School*
- Oklahoma City—*Capitol Hill Junior High School*  
*Clauson High School*

## PENNSYLVANIA

- Butler—*Butler Senior High School*

## SOUTH DAKOTA

- Aberdeen—*Central High School*

## WASHINGTON

- Seattle—*Queen Anne High School*

## WISCONSIN

- Shorewood—*Shorewood High School*

## The Pay Off

S. HARRY BAKER

*Principal, Langley Junior High School, Washington, D. C.*

**F**OR many years, the NEA, the largest and most influential national educational organization, aided by its many departments, divisions, and commissions, has "carried the ball" for better educational opportunities for our American youth and for the betterment of the entire teaching profession. It has battled against great odds for adequate salaries; for local tenure laws; for retirement provisions; for teachers' personal rights and political liberties; for public understanding and support of the purposes, achievements, and imperative needs of education. The research in many areas of education, especially on teachers' salaries, has been outstanding so that there are available today more reliable data and information on the current status of the teaching profession than for any other comparable professional group.

The entire NEA organization and its affiliated state and local educational organizations and co-operating agencies interested in education are in closer touch with the general public than any other group. The steady influence on educational status and policy, built up over the years through sustained and resourceful endeavor, now promises to bring the "pay off" to all in the teaching profession and to American youth.

The general public has become aroused about the quality of its educational program. This interest is shown directly and specifically in the tone of public discussion for higher teachers' salaries which has been presented the last year or two in national periodicals, radio programs, and daily newspapers. The story on the educational crisis is being told and retold by the radio and the press to a friendly and interested public. This is largely the accumulated result of co-ordinated activities over a long period of time of our professional organizations and associations.

Here is given a list of only a few of the many articles interpreting the issues and problems of education to the public. Essential information for these articles was obtained from the NEA and its affiliated and many co-operating educational organizations. All should read what the public is reading about education.

"Our Vanishing School Teachers." *Cosmopolitan*, January, 1947.

"Would You Want Your Child To Be a Teacher?" *Woman's Home Companion*, February, 1947.

"Miss O'Reilly of Slocum." *Fortune*, February, 1947.

"The Scandalous Plight of American Schools." *Parents' Magazine*, February, 1947.

"How Georgia's Teachers Got a Raise." *Reader's Digest*, February, 1947.

"Teaching Is a Career With a Future Again." *Glamour*, January, 1947.

- "A Teacher Looks At His Job." *Life*, January 6, 1947.
- "Our Underpaid Teachers." *The American Weekly*, February 9, 1947.
- "The Missing Link in Our Schools." *Woman's Home Companion*, February, 1947.
- "I Was Driven Out of Teaching." *Nation's Business*, January, 1947.
- "What's Wrong With High School?" *Ladies' Home Journal*, January, 1947.
- "Alas, The Poor School Superintendent." *Harpers*, November, 1946.
- "Crisis In United States School System." *United States News*, December 27, 1946.
- "America Remakes the University." *Atlantic Monthly*, May, 1946.
- "Your Child Needs Better Teachers." *Ladies Home Journal*, November, 1946.
- "I'm Through With Teaching." *Saturday Evening Post*, November 9, 1946.
- "Stop Cheating Your Children." *Coronet*, October, 1946.
- "Crowded Schools." *Life*, October 7, 1946.
- "The Hope of American Education." *Look*, October 1, 1946.
- "A Fond Farewell to the Country School House." *Saturday Evening Post*, November 2, 1946.
- "Teachers Salaries Must Be Increased." *NEA Journal*, October, 1946.
- "The Crisis in Education." *New Republic*, October 7, 1946.
- "That School Is Your Problem." *Country Gentleman*, September, 1946.
- "Today's Crisis in Education." *Encore*, September, 1946.
- "Who'll Teach Your Children?" *Farm Journal*, September, 1946.
- "Teacher Troubles." *Life*, September 16, 1946.
- "Better Pay for Better Teachers." *Nation*, September 28, 1946.
- "Why Teachers Quit School." *Collier's*, August 24, 1946.
- "Who Will Teach Your Child?" *Ladies' Home Journal*, July, 1946.
- "We Are Cheating Millions of Our Children in Shoddy Rural Schools." *Look*, July 19, 1946.
- "If We Want Schools." *Survey Graphic*, July, 1946.
- "We Must Have More and Better Teachers." *New York Times Magazine*, May 12, 1946.
- "Our Schools Are a Scandal." *Collier's*, April 13, 1946.
- "U. S. High School." *Life*, April 22, 1946.
- "Teachers' Pay, A National Disgrace." *Reader's Digest*, October, 1945.
- "Your Kids Are the Victims." *This Week*, August 6, 1944.
- "An Apple for the Teacher." *Mademoiselle*, February, 1944.
- "High School Will Be Different." *Liberty*, November 18, 1944.
- "Lower Education Is Having a Crisis Too." *Saturday Evening Post*, November 27, 1943.

## Attention, School Administrators

**T**HE Navy has developed a Reserve Program whereby boys of seventeen years of age or older may volunteer for military service to their country for a nominal term of enlistment of four years; however, in time of peace a volunteer may resign at any time without question. All boys who enter the Navy Reserve retain their civilian status and participate in required training as described below. As long as the draft is in effect the Navy does not accept nonveterans over 18½ years of age; also nonveteran Reservists are discharged one month before reaching the age of 19 so as not to interfere with draft eligibility. On their own request, according to regulations at present a limited number of vocationally trained non-veteran Reservists may be accepted for active duty for 18 months in lieu of their "selective service" obligation.

The Reservists (planned to number about 300,000) training consists of about four instruction periods per month and a two-weeks cruise. At present the program includes two alternatives—the 0-1 (Surface and Submarine Reserve) and the 0-2 (Air Reserve). If the Reservist takes the 0-1 he receives instruction one evening each week (usually a two-hour period from eight to ten o'clock). This is given in the Naval Reserve Armory or aboard vessels attached thereto. If the Reservist takes the 0-2 he receives instruction two week ends per month. While aboard vessels, cruises usually involve visits to foreign ports, such as Bermuda, Canal Zone, and Honolulu. Reservists' pay begins at \$2.50 per period and increases with promotion to \$5.50. All expenses, including uniforms, are met by the Navy.

## A Recent Publication

Have you secured your copy of *The National Conference on Prevention and Control of Juvenile Delinquency* recently released by the U. S. Department of Justice through the Attorney General's office? This report contains the summaries of recommendations for action for the prevention and control of juvenile delinquency as prepared at a National Conference called by the Attorney General and held in Washington, D.C., November 20, 21, and 22, 1946. Over 800 representatives of other Federal agencies, state and local governments, private welfare groups, and educational institutions attended. This pamphlet of 142 pages contains the summaries, submitted by panel chairmen, of the reports of 15 panel discussions held during the Conference. The complete report of these discussions will be published later. Copies of this summary report may be secured from the Superintendent of Documents, Washington 25, D.C. for 30 cents a copy.



## News Notes

**AMERICAN EDUCATION WEEK, NOVEMBER 9-15, 1947.**—The national sponsors of American Education Week are the National Education Association, The American Legion, the United States Office of Education, and the National Congress of Parents and Teachers. American Education Week has come to be recognized as the outstanding period of the school year for educational interpretation. In view of the emergency in education, early planning on the part of local communities for the 1947 observance is of vital importance. Special materials will be available by the NEA. The general theme is: **THE SCHOOLS ARE YOURS.** The daily topics are: Sunday, November 9—*Securing the Peace*; Monday, November 10—*Meeting the Emergency in Education*; Tuesday, November 11—*Building America's Future*; Wednesday, November 12—*Strengthening the Teaching Profession*; Thursday, November 13—*Supporting Adequate Education*; Friday, November 14—*Enriching Home and Community Life*; Saturday, November 15—*Promoting Health and Safety*. Further information may be secured from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C.

**CONSUMER EDUCATION REGIONAL CONFERENCES.**—On January 10 the Consumer Education Study of the National Association of Secondary-School Principals held a regional conference at the Soldan High School, St. Louis, Missouri. It was sponsored by the public, private, and parochial schools of St. Louis city and county, and by the Better Business Bureau; and it had as co-sponsors thirty local organizations, such as the Central Trades and Labor Union, the C.I.O. Industrial Council, the Advertising Club, the College Club, the Missouri Federation of Women's Clubs, and the Consumers' Federation.

There were, first, a series of round tables, each concerned with one of the units published by the Consumer Education Study; then addresses by Director Thomas H. Briggs and Associate Director Fred T. Wilhelms; and, after a dinner, short summary reports from the seminars and a general "town meeting" for discussion. A final summary was made by Mr. T. G. Osborn, Assistant Superintendent of Schools, East St. Louis, Illinois.

Similar conferences were held at Chicago on February 6 and at Minneapolis on February 7.

**THE AUDIO-VISUAL EDUCATION PROJECT.**—As previously reported in the *Bulletin* the Consumer Education Study of the National Association of Secondary-School Principals has instituted an Audio-Visual Education Project, with headquarters at 1600 Broadway, New York. Under the direction of Mr. Orville C. Goldner, formerly head of the Training Film and Motion Picture Branch of the United States Navy, the Project is now completing a comprehensive annotated bibliography of the literature on the use of instructional pictures, chiefly those for use in the classroom.

The Project is also holding a series of clinics, at which representatives of education, of producers, and of sponsors discuss pictures with the purpose of agreeing on what are desirable characteristics and on the criteria that may be applied in their discriminating selection and effective use. When fully formulated, these criteria will be published for the guidance of both sponsors and teachers. The Project will offer to sponsors and producers the same service that is now being given to donors of graphic materials for the schools—to make the pictures maximally contributory to the educational program and also free from objectional sales promotion.

**INSTITUTE OF ORGANIZATION LEADERSHIP 1947.**—A highly selected group of teacher association officials will have an opportunity for four weeks intensive training in organization leadership in the nation's capital, following the general plan of the 1946 Institute which proved so popular. This institute is conducted under the auspices of the American University and the National Education Association. It is under the general chairmanship of the Editor of the *NEA Journal* and of President Paul F. Douglas of The American University. It is under the immediate direction of Dr. Ruth Coyner Little, assistant editor of the *NEA Journal*, director of the Institute. It will be held at American University, Washington, D.C., from Monday, July 28—Friday, August 22, inclusive.

Public speaking; journalism; parliamentary law; history, structure, and program of our professional association; individual planning for 1947-48 by each member of the Institute will constitute the course. Cost of the institute includes: room, tuition, books, and pilgrimages, \$80; meals may be taken in the University dining room at an approximate cost of \$50. Local and state education associations often pay part or all of the expenses of one of their officers. Four hours of graduate or undergraduate credit may be secured if desired. Housing will be available in the residence halls of American University. It is desired to have every state represented by one or more persons, with a total of about 100 students. Interested persons should write AT ONCE to Editor, *NEA Journal*, 1201-16th St., N.W., Washington 6, D.C., asking for an application blank.

**THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT MEETING.**—The annual meeting of the Association for Supervision and Curriculum Development will be held March 23 through 26, 1947, at the Sherman Hotel, Chicago, Illinois. Persons interested in improving instructional programs will attend. Special emphasis will be given to making this meeting an actual laboratory for learning in various group processes. There will be a large number of small discussion groups dealing with issues in education as implications for curriculum change in this modern technological world, human relationships in the supervisory processes, and building curriculum based on child needs and development. The general evening sessions will give attention to problems of current concern on curriculum planning. All educators interested in providing better school programs are invited to attend.

**CHRISTMAS PAGEANT.**—Five hundred and sixty-eight pupils from eight secondary schools were included in the third annual presentation of the City Schools Christmas Pageant, December 18, 19, and 20, at the Russ Auditorium, San Diego, California.

The program consisted of a half-hour of holiday music and a choral play *Gloria*, an unusual depiction of the Nativity. The music began at 8 P.M. with the curtain rising on the theatrical production at 8:30 P.M. Singing in the half-hour musical portion of the program Wednesday, December 18, was presented by the Memorial Junior High School Girls' Glee Club and the La Jolla High School Mixed Ensemble. On Thursday, December 19, the singing was presented by the Roosevelt Junior High School Girls' Glee Club and the Woodrow Wilson Junior High School Boys' Glee Club. The Woodrow Wilson Junior High School Girls' Glee Club and Kearney High School a Cappella Choir furnished the music on Friday, December 20.

Hoover High School students enacted the dramatic portions of *Gloria*. Incidental music was presented by the San Diego High School Choir, Point Loma High School Glee Club, and Hoover High School Choir, Boys' Glee Club, and Girls' Quartette. The cast, including 268 incidental singers, was under the general direction of Miss Helen Wadlow, Hoover High School drama instructor. The public was invited to attend and institute credit was granted for the performance.

**GROWTH AND DEVELOPMENT IN LANGUAGE ARTS.**—The Division of Curriculum Research of the Bureau of Reference, Research, and Statistics, 110 Livingston St., Brooklyn 2, New York, under the direction of William H. Bristow and Margaret B. Parke, has recently prepared a large chart (22 in. x 34 in.) showing the scope and sequence of the curriculum in Language Arts for the elementary and junior high-school years (nursery school and kindergarten through grade 9) in terms of growth and development. The statement of growth stages in this chart is intended to assist teachers in (a) estimating each child's general level of maturity and his language abilities as they relate to the general growth pattern, and (b) planning next steps in teaching on the basis of children's characteristics and behavior. It does not provide standards to be reached by all children in a class at a given time, nor does it provide standards for promotion. Under four major headings—Personal-Social Development, Oral Communication, Written Communication, and Selection and Use of Resources for Communication—it shows by six consecutive age-periods the school years in which the stage of growth and corresponding characteristics appear most frequently in children. It also indicates the range of development below and above the growth pattern most commonly found at a given school level. The six age-stages outlined are: three and four year stage; five and six; six and seven; eight and nine; ten and eleven; and twelve to fifteen.

**FORTUNE ISSUES CLASSIFIED INDEX.**—Time, Incorporated, Time and Life Building, Rockefeller Center, New York 20, New York, is preparing an index of articles in its magazine, *Fortune*. It is classified by vocation and by subject. This *Classified Index* is not a book to read, nor is it a substitute for *Fortune's* more detailed cumulative index. It is a clear and simple reference guide to *Fortune's* coverage (1930-1946) of 96 different fields. Where titles are not self-explanatory, there is a brief description of the article, in addition to the page number and issue date. The 150 pages of the Index are broken down into Industries and Professions; Charts and Maps; Subject Categories that include The Atom, Labor, Taxation, U.S. Politics, and so on. Other broad classifications include twenty-nine Foreign Countries, International Organizations and World Problems; six headings under

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The speaker and student will find invaluable aid in two additional publications not included in this kit. The first is the *Report on the International Control of Atomic Energy* prepared by a Board of Consultants for the Secretary of State's Committee on Atomic Energy. The second publication is *The First Report of the Atomic Energy Commission to the Security Council*. An examination of the materials described above will reveal three areas of interest for the speaker and the student: (1) for the precautions taken nationally against misuse and monopoly; (2) for the growth of United States policy on international control; and (3) for the basic technical and scientific factors which condition political problems of control and forecast the nature of peaceful benefits.

**VETERAN ENROLLMENT FIGURES.**—Statistics furnished by the Veterans Administration reveal that enrollment of veterans in educational institutions continued to increase during the month of November. As of November 30, 1946, over 5,700,000 applications for Certificates of Eligibility had been received. VA estimates a total of 1,082,036 G.I.'s had entered schools of higher learning and 483,863 were attending schools of other types under Public Laws 346 and 15.—*American Council on Education*.

**FURTHER EXPANSION OF BUILDING TRADES APPRENTICESHIP URGED.**—National contractor organizations and labor unions have been urged to explore all ways and means to stimulate further apprentice training in the building trades, by the Executive Committee of the General Committee on Apprenticeship for the Construction Industry. This action was announced by the Executive Committee following a meeting in Washington. It stated that the construction industry should strive to have at least 5,000 local joint management-labor apprenticeship programs at the end of 1947. At the end of November there were 2,103 such local programs. Expansion of the field staff of the Apprentice-

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Training Service was recommended so that the necessary technical help can be given in setting up local apprenticeship programs. The Executive Committee urged that government contracting agencies insert a clause in all contracts establishing standards for the training of apprentices. This would facilitate the employment and training of *bona fide* apprentices on Federal construction projects. —U. S. Department of Labor.

**STUDENTS WANT TEACHERS TO USE DISCIPLINE.**—The ideal teacher may be either a man or a woman but he or she must be thoroughly familiar with the subject taught. She is fair and impartial with the students but uses firm discipline when necessary. She is cheerful and smiling, friendly in and out of the classroom, and always neatly dressed. And above all, she has a sense of humor. She can tell a joke and enjoy one even when it is on her. This is a composite picture of the ideal teacher as drawn by more than 1700 high-school students who expressed their opinions to *Scholastic Magazines*. The students were asked to list the qualities they felt necessary for the perfect tutor and an analysis of their replies reveals they have very definite ideas on the subject.

A large percentage of the students want a teacher to have control over the class and to use discipline when necessary. "I like a teacher that is strict!" commented one. "One that will make you learn what she is teaching and will make you feel that it is important. A teacher that can put the smarties where they belong."



An overwhelming majority of students list a sense of humor as an essential qualification. They differentiate between a sense of humor and a pleasant and cheerful disposition and demand both. Appearance is important with almost half, stating that neatness and good grooming are highly desirable. Control of temper is also stressed. Teachers "should not yell at a student . . ." or ". . . get excited and shout." There were no requests for a teacher who gives homework but a number of replies said there were times when homework should be light and certain occasions when it should not be assigned.

**THE CONVENTION OF THE EASTERN ARTS ASSOCIATION.**—The 36th annual convention of The Eastern Arts Association will meet in Philadelphia at the Benjamin Franklin Hotel, April 10, 11, 12, 1947. Proceedings will be directed to a re-evaluation of the place and function of the arts in a democratic society. The general theme, *Art Education in a Free Society*, is broken down to point up for each day one of three major considerations: (1) The Place and Function of the Arts in General Education, (2) The Responsibility of Art Education in the Advancement of National Culture, (3) The Responsibility of Art Education in the Development of the Individual. Specifically, the proceedings will consider the method and content of the art program for elementary and secondary schools; the place, method, and the psychology of creative activity; the evaluation and measurement of achievement in the arts; and the goals of social competence, economic efficiency, and spiritual growth. For additional information concerning the Eastern Arts Association convention, correspondence should be addressed to Mrs. Lillian D. Sweigart, Secretary, The Eastern Arts Association, State Teachers College, Kutztown, Penna.

**FOUR RESEARCH SCHOLARSHIPS.**—The Encyclopaedia Britannica, Inc. offers four scholarships of \$1,500 each for 1947-48 at The University of Chicago. These awards are open to students who have the Bachelor's degree or its equivalent and who are interested in undertaking research to improve children's encyclopaedias and their utilization. All awards are for three quarters. For application blanks and further information write, before April 1, 1947, to Miss Frances Henne, Graduate Library School, University of Chicago, Chicago 37, Illinois.

**FELLOWSHIP TEACHERS.**—Case School of Applied Science will offer fifty fellowships to high-school teachers of physics for a six-weeks program of study during the summer of 1947. Recognizing the fact that industrial research and progress stem largely from a knowledge of physics, The General Electric Company has provided these fellowships for high-school and preparatory-school teachers of physics. The program is designed to acquaint teachers with recent scientific developments. These fellowships include all tuition fees, room and board, and travel expenses. High-school and preparatory-school teachers of physics from the following states are eligible to apply: Ohio, Michigan, Western Pennsylvania, West Virginia, Kentucky, Indiana, Illinois, Wisconsin, and Maryland.

Featured in the program of study is a course in science and engineering in the control of environment in which the effect of lighting, air conditioning, communication, and acoustical treatment on human efficiency and comfort will be presented to show how physics has contributed to modern civilization. Other courses offered are Basic Concepts of Physics and Frontier Problems in Physics. Among the facilities of the Rockefeller Physics Laboratory at Case are a new



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**NAM URGES ADEQUATE SALARIES FOR TEACHING PROFESSION.**—The National Association of Manufacturers at its Congress of American Industry held December 4, 5, and 6 at the Waldorf-Astoria, New York, urged the establishment of such salaries for teachers that will insure the attraction of competent men and women to the teaching profession as well as just and equitable compensation to those already devoting their lives to this important profession. The resolution followed a long and careful study by the NAM Committee on Co-operation with Education.

Walter D. Fuller, President, Curtis Publishing Company, Philadelphia, and Chairman of the Committee said "Evidence was already at hand of the keen awareness in industry of the teachers' problem in maintaining an equitable standard of living. American manufacturers realize the contribution which competent men and women in the teaching profession have made towards the effective functioning of the American free enterprise system." He added that teachers can achieve their present salary goal through a program of public relations "that will win respect and understanding and sympathy for their cause."

"During my conferences throughout the country with educators as chairman of the NAM Committee on Co-operation with Education," Mr. Fuller continued, "I have become keenly aware of the inadequacies of salaries in the teaching pro-

session as compared with other professions and business in general. It is a great pleasure to me to know that the members of the NAM have recognized this inequality and have taken steps which should help in a great measure in correcting this situation."

The resolution adopted was: *Recognizing* that the effective functioning of the American education system has been greatly impaired by the economic aftermath of the war; *Recognizing* that inequitable compensation which has generally prevailed for the teaching profession has been a major factor, among others, in creating a nation-wide shortage of competent teachers needed for the proper instruction of millions of American school children; and *Recognizing* that subversive ideologies present a strong challenge and that high standards of educational intelligence are thus necessary to the preservation of the traditional American way of life with its freedom for the individual, for his enterprise in industry, and for his opportunity to win for himself by fair competitive means that place for which his abilities qualify him, which is the basis of the American free private enterprise system, *The Congress of American Industry urges manufacturers everywhere to examine in their respective communities the need for improving teaching standards and supporting within the limit of community capabilities the establishment of compensation for the teaching profession that will insure the attraction of competent men and women to the profession.*

**GIFT FOR GRADUATE ASSISTANTS.**—A gift of \$1,800 has been made to Indiana University, Bloomington, Indiana, by the Indiana Visual Aids Company of Indianapolis, through its president, M. L. Stoepelwerth, for the purpose of employing graduate assistants to undertake studies on the correlation of films with the more widely taught subjects in Indiana schools. Professor L. C. Larson, director of the Audio-Visual Center at Indiana University, will supervise the work. The objective of the studies will be to give to teachers assistance in the selection and use of films that contribute directly to the achievement of teaching objectives of the more important units of work. Applications for assistantships, fellowships, and part-time positions in selection, circulation, utilization, or production on the staff of the audio-visual center available to graduate students should be submitted to Professor L. C. Larson, Director, Audio-Visual Center, Indiana University, Bloomington, Indiana.

**IMPORTANT FACTS COLLEGE PREPARATORY STUDENTS AND THEIR PARENTS SHOULD KNOW.**—Not very long ago admission to college was a privilege open to practically every graduate of an accredited high school. Today, as Isaiah Bowman recently pointed out in an address to the entering class at John Hopkins, it has "suddenly become recognized as a privilege involving keen competition." Once 4th-quarter students could get in somewhere. Today even valedictorians have a tough time securing admission to second-rate colleges. One obvious reason is that the colleges are crammed and jammed with returned GI's, who deserve every consideration the country can give them, and who in general have shown in their college work remarkable diligence and high attainment.

Under these circumstances, the boys and girls who as civilians are competing for admission both with GI's and with one another need constant guidance and counsel. In the hope that pupils may be helped to choose a college at which there is a possibility of acceptance, the following suggestions are offered:

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1. Because most of the better known colleges are already filled beyond capacity, students should consider a less widely known, but fully accredited college. Carter A. Good's *A Guide to Colleges, Universities, and Professional Schools in the United States* contains information on all the colleges. This is available in our Guidance Department.

2. Because eastern colleges are more crowded than those farther from home, one in the Middle or Far West or South should be selected.

3. Because girls are finding more difficulty in being accepted than boys, they should content themselves with the education offered by a college even if the campus life lacks glamor.

4. Because housing accommodations are inadequate, it may prove necessary to attend a college within commuting distance and to live at home.

5. Because State Universities must cater to the residents of their own states, it is best not to center plans around such institutions.

6. Because there is a serious shortage of teachers throughout the country openings are still available in most Teachers' Colleges. They offer a good chance of employment upon graduation.

7. Because many of the colleges require admission tests, either their own or those of the College Entrance Board, the responsibility is definitely on the student to acquaint himself with the exact requirements of the college of his choice from its bulletin, and prepare for such tests by taking College Review in his 4B term. The chairmen of departments should be consulted whenever necessary.

8. Because different colleges have varying entrance requirements, it is wise to select a college early and to take the subjects needed to enter that college. This should be done as soon as possible and the required amount of a subject should be completed even when it is difficult. For the purpose of such planning *Proposed Program of Studies* blanks are being sent to homes.

Typical Requirements for Entrance to Liberal Arts Colleges are:

English	3 or 4 units
Mathematics, 3 years	3 "
1st Foreign Language, 2 years	2 "
2nd Foreign Language, 2 years	2 "
History, 1 year	1 "
Physics or Chemistry, 1 year	1 "
Electives (Majors), 3 years	3 "
Total	15 or 16 units

By a *unit* is meant, ordinarily, a subject studied five days a week, which requires three-quarters hour homework, taken for one year.

9. Because most colleges will try to find room for the superior student, students should work to secure the best grades possible from the start. They must remember, too, that colleges expect students to be interested in extracurricular activities and to maintain high standards of co-operativeness. All colleges expect us to report on these qualities: Industry, Sociability, Initiative, Co-operation, Emotional Stability, Leadership, Responsibility, Impression on Others, College Promise.

In brief this advice can be given students:

*Work from the start of your high-school course.*

*Give evidence constantly of good character and good personality.*

*Survey the colleges, near and far.*

*If you need help, you and your parents should feel free to consult our Guidance Department.*—Prepared by Max J. Herzberg, Principal, Carrie R. Losi, Head Counselor, and Anna Gerber, College Adviser, Weequahic High School, Newark, New Jersey.

**STUDENT ELECTIONS.**—All candidates for presidency of the William Penn Senior High School of York, Pennsylvania, come from the Junior class. Early in April, each Junior home room submits the names of two boys and two girls from the entire class as candidates for school presidents. The names of these persons who are ineligible to run for office because of low scholarship, lack of experience, or the holding of other important offices of the school are stricken from the list. A nominating committee composed of the five Cabinet members, the Speaker of the House of Representatives, the chairmen of the Student Council committees, and the four Senior senators, after much deliberation, vote by secret ballot for the final five names to be placed on the presidential ballot for the general election in May. Each nominee has a campaign manager who gives his nominating speech at the Nominating Convention and also plans the campaign in all the home rooms for two weeks preceding the election day.

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On election day, the school is divided into eight wards, each one having a special polling place. The various polls are in charge of a judge, two tellers, and an inspector. A faculty member supervises each poll. A Central Election Board tallies the results as they come in from each ward. The person receiving the highest number of votes becomes the president of the school; the one receiving the next highest number becomes the vice-president; the other three become members of the Student Cabinet with special jobs as Secretary of Service, Secretary of Home Rooms, and Secretary of Attendance. At the beginning of each semester, the Senior and Junior classes organize. Nomination for class officers are made at the first class meeting of the year. Voting is done in the home rooms one week later. The Sophomore class does not organize until the second semester of the school year due to the fact the members' not knowing each other at the beginning of the school year. Senators, however, are elected so that the Senate can function during the first semester.

'46-'47 SALARY SURVEY SHOWS SIGNIFICANT SPREADS.—A tabulation of returns from 340 Minnesota graded elementary- and high-school districts shows that 2.7% of the academic secondary teachers receive less than \$1,800 per year; 68.3% receive less than \$2,400 per year; and 31.6% receive \$2,400 and over. Forty-six and three tenths per cent of the special teachers receive less than \$2,400. In the elementary field 4.2% receive less than \$1,500 per year; 75% receive less than \$2,000; and 24.9% receive \$2,000 and over. This study does not include the teachers in the ungraded elementary schools since the returns were too meager for tabulation.—*Minnesota Journal of Education*, January, 1947.

**SINGLE SALARY SCHEDULES.**—The January, 1947, issue (pages 5-12) of *High Points* carries an interesting article entitled "The Single Salary Schedule in One Easy Lesson" by Edward Reich in charge of Consumer Education, Board of Education, City of New York. The writer points out very vividly some of the misconceptions that are held by people concerning the single salary schedule. He also shows the advantages of such a plan. He lists quite a number of communities that have already adopted the single salary schedule. He states that 58.2% of the school systems in cities with populations of over 100,000 have adopted a single salary schedule; 53.8% in cities of 30,000 to 100,000; 41.5% in cities of 10,000 to 30,000; 35.8% in cities of 5,000 to 10,000; and 44.7% in cities of 2,500 to 5,000. The following list of 52 cities of more than 100,000 population have adopted the single salary schedule:

Birmingham, Alabama	Springfield, Massachusetts	Baltimore, Maryland
Oakland, California	Flint, Michigan	Tulsa, Oklahoma
Sacramento, California	Detroit, Michigan	Portland, Oregon
San Diego, California	Grand Rapids, Michigan	Erie, Pennsylvania
Denver, Colorado	Duluth, Minnesota	Chattanooga, Tennessee
Bridgeport, Connecticut	Minneapolis, Minnesota	Knoxville, Tennessee
Hartford, Connecticut	St. Paul, Minnesota	Nashville, Tennessee
Miami, Florida	Kansas City, Missouri	Dallas, Texas
Peoria, Illinois	Omaha, Nebraska	Fort Worth, Texas
Gary, Indiana	Elizabeth, New Jersey	Houston, Texas
Indianapolis, Indiana	Utica, New York	San Antonio, Texas
South Bend, Indiana	Cincinnati, Ohio	Salt Lake City, Utah
Des Moines, Iowa	Toledo, Ohio	Norfolk, Virginia
Wichita, Kansas	Oklahoma City, Oklahoma	Spokane, Washington
Louisville, Kentucky	Milwaukee, Wisconsin	Tacoma, Washington
Newark, New Jersey	Seattle, Washington	Pittsburgh, Pennsylvania
St. Louis, Missouri	Rochester, New York	Buffalo, New York
New Orleans, Louisiana		

**THIN GRUEL.**—In Louisiana, Lionel J. Bourgeois, superintendent of New Orleans schools, charges recently that most of the country's 183 teachers colleges and 20 normal schools offer "a thin gruel of courses." Prospective elementary teachers in Louisiana, said Bourgeois, "get 12 hours of English, 6 of mathematics, but 41 hours of teaching methods." Result: "A quick dipping into a variety of courses that attract few men, over-feminizes the teaching profession." —*Edpress News Letter*.

**WAR-NAVY COMMITTEE ON USAFI MEETS.**—At a recent meeting of the War-Navy Committee on USAFI, in Madison, Wisconsin, a streamlined program of courses was adopted, in order to bring the USAFI curriculum into line with the changed needs of the armed forces. The United States Armed Forces Institute, in the future, will concentrate on subjects at the elementary- and high-school levels, and the freshman year of college. Certain advanced college courses of specific military interest will be retained. The USAFI curriculum, comprising more than 400 correspondence, self-teaching, and class-study courses, has been reduced to approximately 300 courses.





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This policy was adopted to meet the changing educational level of personnel in the armed forces, and the need for economies in money and manpower throughout the whole military program. The number of men with college and graduate degrees now entering the armed forces is almost negligible and, therefore, the need for advanced courses is almost nonexistent. At present the enrollment in the Institute is approximately 240,000, about one enrollment for every seven in the Services. As a result of the Committee's action, additional thousands of college textbooks, stocked by USAFI, are being made available to veterans in colleges and universities, through the Library of Congress. Now that the armed forces have been reduced in size and have been concentrated in fixed areas, the Committee believes that much of the college-level correspondence instruction hitherto offered directly by the Institute can more appropriately be undertaken by civilian institutions. The Institute will continue to urge servicemen to enroll in the hundreds of correspondence courses offered by the 73 colleges and universities under contract with USAFI. As a means of keeping the USAFI program, constantly responsive to the changing needs of the armed services, the Committee directed the USAFI staff to make a continuing survey of the educational interests of men and women in service.

**PETRILLO LAW ILLEGAL.**—The Lea Act, sometimes called the anti-Petrillo law, was held unconstitutional recently by a Federal district court. The act was passed by Congress last spring in an effort to safeguard noncommercial educational and cultural broadcasts—including school broadcasting—and to



curb the dictatorial tactics of James Caesar Petrillo and his American Federation of Musicians. School people supported the legislation because of Petrillo's refusal to allow the broadcasting of the school musical festival presented annually at the National Music Camp at Interlochen, Michigan. If the Federal court's action is upheld by the Supreme Court, various members of the new Congress have indicated that they will introduce new legislation defining the legal limits of union activity.—*Edpress News Letter*.

**COUNSELLING OLDER PERSONS.**—A pioneer course in Counselling the Older Person is being offered for the first time by New York University's School of Education in the second term of the present school year. The course is designed for those who wish to learn how to deal more effectively with the adjustment problems of the older people they meet in a professional capacity, or who wish to prepare themselves for the increasing number of opportunities in the field of old-age work. Aimed especially at helping those engaged in guidance, placement, personnel work, veterans advisement, community service, adult education, old-age assistance, family case work, teacher supervision, retirement planning, nursing, and occupational therapy, the course covers the latest scientific information concerning changes with age. The theory and practice of old-age counselling, re-education, and rehabilitation is presented, together with case histories and some class demonstrations.

Lecture topics will include the effect of physical changes on mental attitudes; avocational interests and activities of older persons; senescent deviations in daily life, anti-social behavior and borderline psychiatric cases; a mental hygiene for old age; old age in the world of tomorrow; and a community program for utilizing the abilities of older people. The lectures will be given by George Lawton, Ph.D., a consulting psychologist in private practice in New York City. Additional information may be secured from Dr. Robert Hoppöck, chairman of the School's Department of Guidance and Personnel Administration, New York University, New York City.

**THE DOUBLE-SUMMARY TECHNIQUE IN DEBATE.**—An excellent article on this subject appears on pages 458-468 of *The Quarterly Journal of Speech*, December, 1946, the official publication of the Speech Association of America. In the last few years the double-summary technique in debate has been receiving increased attention. It is not a new form of debate nor a new form of discussion; it is simply a new technique applied to competitive debate as we know it today. In the first part of this article, the double-summary technique is discussed from the viewpoint of coach and debater as a means of presenting their ideas more effectively. In the second part, it is discussed from the point of view of the judge as a means of reaching his decision more accurately and objectively than he might be able to do without some such system.

**FILM LIBRARY ASSOCIATION MEETING.**—The Educational Film Library Association will hold its annual conference on May 1-2, 1947, at Columbus, Ohio, concurrently with the Seventeenth Annual Institute for Education by Radio meeting on May 2-5. EFLA's conference program will include sessions on distribution, use, production, and evaluation of educational films and other audio-visual materials. The program will be of particular interest to representatives of public

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By William Van Til

Director of Learning Materials, Bureau for Intercultural Education, New York City; Formerly, Department of University Schools, College of Education, Ohio State University

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schools, colleges, public libraries, and museums; state and Federal agencies; and manufacturers and producers interested in audio-visual education. One or more joint sessions will be devoted to the roll of film and radio in increasing the flow of knowledge and ideas between and among nations. A trade show will include demonstrations of all types of audio-visual and radio equipment and materials. Details of the program may be secured from L. C. Larson, Indiana University, Chairmen, Conference Committee, Bloomington, Indiana.

**ASSEMBLY PROGRAMS.**—The assemblies at the William Penn Senior High School of York, Pennsylvania, are held twice a week, once for group A, once for group B, from 9:15 to 10:00 o'clock on Wednesday and Friday mornings, with the president of the student body in charge. Since the enrollment of the school is very large, the student body is divided into two groups to go to assembly. In general, the same program is presented before both groups with the exception of the installation programs, and the like. The members of the school Assembly Committee, composed of four seniors and four juniors together with the President of the school as chairman, arrange the assembly schedule for the year. They meet as a group for forty-five minutes once a week to check on the progress of each assembly, to plan future assemblies, and even to write the script for the same. Moreover, one member is responsible for each assembly, working with the teacher supervisor in planning, casting, and directing that particular one; at times he has complete charge.

The aims of the Assembly Committee are as follows: *first*, to give every pupil

an opportunity to participate at some time on the assembly program; *second*, to produce assemblies that are educational, inspirational, entertaining, informative, and timely; *third*, to encourage every organization in school to display its talent, its objectives, and its achievements through the medium of an assembly program.

The Assembly Committee tries to vary the assembly programs so that during no two successive weeks of the year are there plays, speakers, movies, *etc.*, scheduled. Outside speakers are not encouraged unless they have been highly recommended. Frequently, the Rotary and Exchange Clubs furnish outstanding speakers. Paid assemblies are sponsored twice a year by the school's chapter of the National Honor Society. These are not included among the regular assemblies.

**NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS ASSOCIATIONS MEET.**—At the recent annual meeting of the Executive Committee of the National Federation of Modern Language Teachers Associations, held in Washington, D. C., in conjunction with the 61st annual meeting of the Modern Language Association of America, the following new officers were elected: President, Professor Julio del Toro, University of Michigan, Ann Arbor; Vice-President, Stephen A. Freeman, Middlebury College, Middlebury, Vermont; Secretary-Treasurer, Dean Henry Grattan Doyle, The George Washington University, Washington 6, D. C. Professor William S. Hendrix, Ohio State University, Columbus 10, Ohio, succeeds Professor Henri C. Olinger, New York University, as managing editor of *The Modern Language Journal*, and Stephen L. Pitcher, 7144 Washington Avenue, St. Louis 5, Missouri, of the St. Louis public schools, succeeds Ferdinand Di Bartolo of the Buffalo, New York, public schools, as business manager of the *Modern Language Journal*.

The American Association of Teachers of Slavonic and Eastern European Languages was admitted to the Federation, which now includes the regional or state associations of modern foreign language teachers of New England, the Middle States, New York, New Jersey, Pennsylvania, and the Central West and South, as well as the American Association of Teachers of French, the American Association of Teachers of German, the American Association of Teachers of Italian, and the American Association of Teachers of Spanish and Portuguese.

**NATIONAL CITIZENSHIP DAY.**—May 18 has been set aside as National Citizenship Day. This is an annual observance sponsored by the National Education Association's Committee on Citizenship, 1201-16th St., N.W., Washington 6, D.C. Report of the First National Conference on Citizenship held in Philadelphia, May 17 and 18, 1946, is now available from the NEA, 114 pp. Single copy 50 cents, quantity reductions.

**CALIFORNIA LEADS OUT.**—With a \$2400-a-year minimum salary for school teachers written into the state constitution, California will recruit 40,000 teachers in the next eight years to take care of the increasing school population. Voters of the state gave three-to-one approval to the teacher salary minimum at the polls November 5, agreeing also to an increase in state support for public schools to \$120 a year for each pupil in average daily attendance.

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